The Current Emergent Framework of The Child Caring Agency Delivery System Known as Supernanny

Esteemed Reader,

The following pages present the nascent blueprint of our ambitious endeavor—the Supernanny program. This document is not the final product, but rather the genesis of a journey towards creating a comprehensive support system tailored specifically to the complex needs of children and their families. It is a journey that has thus far been characterized by both high aspirations and unexpected interruptions.

During its development, this initiative experienced an unplanned pause. Despite this significant interruption, the inherent worth of the work conducted thus far and the potential impact of its ultimate realization remain undiminished. Rather than a setback, this interruption serves as a testament to the complexities involved in creating such comprehensive support systems and underlines the critical importance of informed, collaborative progression.

The material contained within should be regarded as a foundational framework—a compilation of researched methodologies, potential strategies, and emergent evidence-based practices, all poised for further refinement and expansion. It serves as an invitation to imagine what could be, given the alignment of collective will, resources, and expertise toward the program's continued development.

It is with full transparency that we acknowledge this document, in its current iteration, is an unfinished mosaic of ideas and aspirations. It marks the beginning of what we believe can evolve into a resilient, effective, and adaptable program capable of effecting significant changes in the lives of children and their families. The Supernanny program currently stands at a juncture, awaiting the collaborative efforts, additional research, and developmental support required for its growth and evolution.

As you navigate this document, we encourage you to contemplate not only the existing content but also the potential future. The Supernanny program represents a call to action—an invitation towards a future where comprehensive, evidence-based child and family support systems are not merely conceptualized but actualized.

Allow this introduction to serve as an acknowledgment of the work yet to be done and a testament to our unwavering commitment to see this vital task through to its completion. We seek your understanding, support, and partnership in revitalizing the Supernanny program, transforming it from an interrupted project into a beacon of hope and support for families in need.

With genuine anticipation of what we can accomplish together,

Dynamic Life

SUPER NANNY DELIVERY SYSTEM INTERVALS with RESEARCH (ROUGH DRAFT)

The following is The Super Nanny Steps (Draft) 2023 document that outlines a structured, seven-step program designed to support families with children in need of specialized care. Beginning with initial contact and screening to assess the family's needs, the program progresses through staff introduction, family engagement and goal setting, support planning, implementation, and behavior tracking, followed by a review cycle. Each phase is crafted to ensure that interventions are personalized, culturally competent, and trauma-informed, incorporating individual and group therapy, as well as a multi-disciplinary approach. The final steps focus on transition and exit planning, ensuring that the child and family are prepared for program completion, and includes post-program follow-up to support sustained progress. This comprehensive approach emphasizes evidence-based practices, regular feedback, and a commitment to meeting the unique needs of each child and family.

SUPER NANNY DELIVERY SYSTEM INTERVALS (ROUGH DRAFT)

Step 1: Initial Contact, Referral, and Preliminary Screening (Once Decided/Duration: Up to 24 hours)

- Referral and Contact: Obtain referral information, make first contact with the family, explain the program, and introduce the role of the integrated child and family coach support personnel.
- Screening: Conduct a preliminary assessment to determine the child's and family's needs, strengths, and resources. Create an initial plan with evidence-based curriculum selection and cultural competency in mind.
- Suicide Awareness and Self-Injurious Risk Assessment: Perform suicide awareness and selfinjurious risk assessment for the child and the family during screening. Use evidence-based tools and questionnaires to identify signs of suicidal thoughts or self-harming behaviors.

Step 2: Staffing and Introduction of Team (To be completed within the first 72 hours)

• Establishing and Introducing Staff: Based on the initial screening, select suitable staff and set up the integrated child and family coach. Explain each team member's role to the family. Staffing should consider the need for trauma-informed care and cultural competency.

Step 3: Family Engagement, Goal Setting, and In-depth Assessment (To be completed within the first 72 hours)

- Family Engagement and Goal Setting: Engage the family and work collaboratively with them and the child and family coach to set specific goals.
- In-depth Assessment: Perform a comprehensive assessment of the child's needs, strengths, resources, and family dynamics. This assessment should consider trauma history and cultural background.

Step 4: Support Planning and Bi-weekly Team Meetings (To be completed within the first 72 hours)

- Family Parenting Plan Development: Initiate the development of a Family Parenting Plan with the child and family coach. This plan should align with the child's individualized plan and include strategies for home-based reinforcement of skills and behaviors targeted in the child's plan.
- Support Planning: Develop a robust support plan based on the assessment results, the family's goals, and the selected curriculum. The program should integrate the Family Parenting Plan, individual therapy, group therapy, and trauma-informed care strategies.
- Bi-weekly Team Meeting: Review the assessment results, discuss the roles and responsibilities of the team, and address initial observations and recommendations.

Step 5: Implementation, Behavior Tracking, Goal Development, Weekly Check, and Review Cycle (Duration: 21 days per cycle)

- Plan Finalization and Explanation: Finalize the support plan and the Family Parenting Plan and explain both to the family. Highlight the plans' content, focus, aim, practical applications, and expected outcomes.
- Implementation: If necessary, begin implementing the support plan and the Family Parenting Plan, with individual and group therapy and a multi-disciplinary approach.
- Behavior Tracking and Goal Development: Establish a robust behavior-tracking system. Monitor
 child behavior daily and maintain comprehensive records for review. Develop personalized goals
 based on the child's needs and progress. All care should be individualized and person-centered.
- Weekly Check: Review weekly progress to ensure the family understands and implements the plans correctly. Check behavior trackers and case notes, adjusting goals based on the child's and family's feedback and observed progress.
- Review Cycle: Conduct a formal review every 21 days to assess the plans' effectiveness and
 make necessary modifications. If an urgent adjustment is needed before the standard 21-day
 cycle, staff a special meeting to discuss the need and modify the plans accordingly.

Step 6: Transition and Exit Planning (Duration: Customized to the child's progress)

• Final Review and Exit Planning: When the child is ready to leave the program, conduct a last review, determine the sustainability of changes, and prepare an exit plan. This step should also consider the potential need for ongoing individual or group therapy, trauma-informed care, and multi-disciplinary support.

Step 7: Completion of Transition and Post-program Follow-up (Duration: Customized to the child's progress)

 Post-program Follow-Up: After the official exit from the program, continue providing minimal support as needed. Schedule a follow-up to check the child and family's progress after leaving the program.

These intervals provide a detailed and comprehensive approach, incorporating all necessary components, from initial screening to follow-up. Each step is designed to be customized to the unique needs of each child and family, emphasizing regular reviews, feedback, and an evidence-based approach. It integrates trauma-informed care, cultural competency, individual and family coaching, a multi-disciplinary approach, and family engagement to ensure the program remains effective and supportive for every family.

POTENTIAL EVIDENCE-BASED REFERENCES FOR EACH AREA

Step 1: Initial Contact, Referral, and Preliminary Screening References:

- 1. ACES Assessment (Adverse Childhood Experiences): It measures types of abuse, neglect, and other hallmarks of a rough childhood. (Felitti, V. J., Anda, R. F., Nordenberg, D., Williamson, D. F., Spitz, A. M., Edwards, V., Koss, M. P., & Marks, J. S. (1998). Relationship of childhood abuse and household dysfunction to many of the leading causes of death in adults: The Adverse Childhood Experiences (ACE) Study. American Journal of Preventive Medicine, 14(4), 245-258.)
- 2. "Adverse Childhood Experiences" (ACEs) questionnaire: Identifies potential childhood traumas that could impact current behavior and health. (Felitti, V.J., Anda, R.F., Nordenberg, D., et al.

- (1998). Relationship of Childhood Abuse and Household Dysfunction to Many of the Leading Causes of Death in Adults. American Journal of Preventive Medicine, 14(4), 245–258.)
- 3. "Behavior Assessment System for Children" (BASC): Provides a complete picture of a child's behavior. (Reynolds, C. R., & Kamphaus, R. W. (2015). BASC-3 Behavioral and Emotional Screening System Manual. Pearson.)
- 4. "Brief Infant-Toddler Social Emotional Assessment" (BITSEA): Screening tool for social-emotional and behavioral problems and delays in competence. (Briggs-Gowan, M.J., Carter, A.S., Irwin, J.R., et al. (2004). The Brief Infant-Toddler Social and Emotional Assessment: Screening for Social-Emotional Problems and Delays in Competence. Journal of Pediatric Psychology, 29(2), 143– 155.)
- 5. Brief Strategic Family Therapy (BSFT): Effective for adolescents with behavior problems and substance abuse. (Szapocznik, J., & Williams, R. A. (2000). Brief strategic family therapy: Twenty-five years of interplay among theory, research and practice in adolescent behavior problems and drug abuse. Clinical Child and Family Psychology Review, 3(2), 117-134.)
- 6. "Child Behavior Checklist" (CBCL): Assessment tool for identifying problem behaviors in children. (Achenbach, T.M., & Rescorla, L.A. (2001). Manual for the ASEBA School-Age Forms & Profiles. University of Vermont, Research Center for Children, Youth, & Families.)
- 7. The Child and Adolescent Needs and Strengths (CANS) tool: Comprehensive behavioral health assessment tool for children and adolescents. (Lyons, J. S., Griffin, E., Fazio, M., & Lyons, M. B. (1999). Child and Adolescent Needs and Strengths: An information integration tool for children and adolescents with mental health challenges (CANS-MH), Manual for Training Coordinators.)
- 8. "Columbia-Suicide Severity Rating Scale" (C-SSRS): Screening tool for suicide risk. (Posner, K., Brown, G.K., Stanley, B., et al. (2011). The Columbia-Suicide Severity Rating Scale: Initial Validity and Internal Consistency Findings From Three Multisite Studies With Adolescents and Adults. American Journal of Psychiatry, 168(12), 1266-1277.)
- 9. "Family Centered Treatment" (FCT): A highly intensive in-home treatment model that includes initial contact and assessment. FCT is trauma-informed and family-based. (Swenson, C. C., Schaeffer, C. M., Henggeler, S. W., Faldowski, R., & Mayhew, A. M. (2010). Multisystemic Therapy for Child Abuse and Neglect: a randomized effectiveness trial. Journal of Family Psychology, 24(4), 497–507.)
- 10. The Family Assessment Measure (FAM): Used for the initial family assessment. (Skinner, H. A., Steinhauer, P. D., & Santa-Barbara, J. (1983). The Family Assessment Measure. Canadian Journal of Community Mental Health.)
- 11. "Pediatric Symptom Checklist" (PSC): Screening tool for cognitive, emotional, and behavioral problems in children. (Jellinek, M.S., Murphy, J.M., Robinson, J., et al. (1988). Pediatric Symptom Checklist: Screening school-age children for psychosocial dysfunction. Journal of Pediatrics, 112(2), 201-209.)
- Parent-Adolescent Communication Scale: Useful for initial assessments. (Barnes, H. L., & Olson, D. H. (1985). Parent-adolescent communication and the circumplex model. Child development, 438-447.)
- 13. "Strengths and Difficulties Questionnaire" (SDQ): Useful for the initial assessment of behavioral and emotional difficulties. (Goodman, R. (1997). The Strengths and Difficulties Questionnaire: a research note. Journal of Child Psychology and Psychiatry, 38(5), 581-586.)
- 14. The Strengths and Weaknesses of ADHD Symptoms and Normal Behavior (SWAN) Rating Scale: Provides a well-normed measure of ADHD symptoms. (Swanson, J. M., Schuck, S., Porter, M. M., Carlson, C., Hartman, C. A., Sergeant, J. A., Clevenger, W., Wasdell, M., McCleary, R., Lakes, K., &

- Wigal, T. (2012). Categorical and dimensional definitions and evaluations of symptoms of ADHD: History of the SNAP and the SWAN rating scales. The International Journal of Educational and Psychological Assessment, 10(1), 51.)
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- 16. "Motivational Interviewing": This can be used to engage families during initial contact and build motivation for change. (Miller, W. R., & Rollnick, S. (2013). Motivational interviewing: Helping people change. Guilford Press.)

Step 2: Staffing and Introduction of Team References:

- 1. Anderson, J. A., Wright, E. R., Kooreman, H. E., Mohr, W. K., & Russell, L. A. (2013). The Dawn Project: A model for responding to the needs of children with emotional and behavioral challenges and their families. Community Mental Health Journal, 49(2), 217-229.
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- 11. Saxe, G., Ellis, B. H., & Kaplow, J. B. (2016). Collaborative Treatment of Traumatized Children and Teens: The Trauma Systems Therapy Approach. Guilford Publications.
- 12. Tuckman, B. W. (1965). Developmental sequence in small groups. Psychological Bulletin, 63(6), 384–399.

Step 3: Family Engagement, Goal Setting, and In-depth Assessment References:

- 1. Acceptance and Commitment Therapy (ACT): This model uses strategies of mindfulness and acceptance to promote psychological flexibility. (Hayes, S. C., & Strosahl, K. D. (Eds.). (2004). A practical guide to Acceptance and Commitment Therapy. Springer.)
- "Ages and Stages Questionnaires" (ASQ): An evidence-based screening tool that can assess child development during different age stages. (Squires, J., Bricker, D., & Potter, L. (1997). Revision of a parent-completed development screening tool: Ages and Stages Questionnaires. Journal of pediatric psychology, 22(3), 313-328.)
- 3. Beck Youth Inventories (BYI): Self-report assessments for measuring emotional and social impairment in clients to age 18. (Beck, J. S., Beck, A. T., Jolly, J. B., & Steer, R. A. (2005). Beck youth inventories for children and adolescents (2nd ed.). Harcourt Assessment.)
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- 7. Multidimensional Family Therapy (MDFT): Approach for in-depth assessment of adolescent substance abuse and associated behavioral issues. (Liddle, H. A. (2016). Multidimensional family therapy: A science-based treatment system. Australian and New Zealand Journal of Family Therapy, 37(4), 467-479.)
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- 9. SafeCare Model: Home visitation program that targets risk factors for neglect and physical abuse. (Chaffin, M., Hecht, D., Bard, D., Silovsky, J. F., & Beasley, W. H. (2012). A statewide trial of the SafeCare home-based services model with parents in Child Protective Services. Pediatrics, 129(3), 509-515.)
- 10. The Strengths and Difficulties Questionnaire (SDQ) is a brief behavioral screening questionnaire for children and teenagers. (Goodman, R. (1997). The Strengths and Difficulties Questionnaire: A research note. Journal of Child Psychology and Psychiatry, 38(5), 581-586.)
- 11. Skills Streaming Program: A social-emotional learning program designed to help children and youth learn positive ways to have their needs met. (McGinnis, E., & Goldstein, A. P. (1997). Skillstreaming the elementary school child: New strategies and perspectives for teaching prosocial skills. Research Press.)
- 12. Triple P Positive Parenting Program: A multi-level system of family intervention. (Sanders, M. R. (2012). Development, evaluation, and multinational dissemination of the Triple P-Positive Parenting Program. Annual review of clinical psychology, 8, 345-379.)

Step 4: Family Parenting Plan Development and Support Planning References:

- Attachment-based family therapy (ABFT): Designed to improve family and individual processes associated with adolescent suicide and depression. (Diamond, G., Diamond, G. M., & Levy, S. (2014). Attachment-based family therapy for depressed adolescents. American Psychological Association.)
- GenerationPMTO (formerly known as Parent Management Training the Oregon Model (PMTO)): An evidence-based program that targets a range of child and family risk factors. (Forgatch, M. S., & Patterson, G. R. (2010). Parent Management Training — Oregon Model: An intervention for antisocial behavior in children and adolescents. In J. R. Weisz & A. E. Kazdin (Eds.), Evidence-based psychotherapies for children and adolescents (pp. 159–178). Guilford Press.)
- 3. Multisystemic Therapy (MST): A family- and community-based intervention for severe conduct disorder in adolescents. (Henggeler, S. W., Schoenwald, S. K., Borduin, C. M., Rowland, M. D., & Cunningham, P. B. (2009). Multisystemic therapy for antisocial behavior in children and adolescents (2nd ed.). Guilford Press.)
- 4. Parent Child Interaction Therapy (PCIT): Focused on improving the quality of the parent-child relationship and changing parent-child interaction patterns. (Eyberg, S. M. (1988). Parent-child interaction therapy: Integration of traditional and behavioral concerns. Child & family behavior therapy, 10(1), 33-46.)
- 5. Parent Management Training Oregon Model (PMTO): An evidence-based program for parents with defiant or behaviorally difficult children. (Forgatch, M. S., Patterson, G. R., & Gewirtz, A. H. (2013). Looking forward: The promise of widespread implementation of parent training programs. Perspectives on Psychological Science, 8(6), 682-694.)
- 6. Strengthening Families Program (SFP): Designed to increase resilience and reduce risk factors for behavioral, emotional, academic, and social problems in children. (Kumpfer, K. L., & Alvarado, R. (2003). Family-strengthening approaches for the prevention of youth problem behaviors. American Psychologist, 58(6-7), 457.)
- 7. Systematic Training for Effective Parenting (STEP): Parent education program. (Dinkmeyer, D., McKay, G. D., & Dinkmeyer, D. C. (1997). The STEP (Systematic Training for Effective Parenting) Parent Booklet. AGS.)
- 8. The Incredible Years: A series of interlocking, evidence-based programs for parents, children, and teachers, supported by over 30 years of research. (Webster-Stratton, C., & Reid, M. J. (2010). The Incredible Years parents, teachers, and children training series: A multifaceted treatment approach for young children with conduct disorders. In Weisz, J. R., Kazdin, A. E. (Eds.), Evidence-based psychotherapies for children and adolescents, 2nd ed (pp. 194-210). The Guilford Press.)
- 9. The Nurtured Heart Approach: A relationship-focused methodology that instills greatness and builds inner wealth. (Glasser, H. (2016). Transforming the Difficult Child: The Nurtured Heart Approach. Nurtured Heart Publications.)
- 10. Triple P Positive Parenting Program: An evidence-based parenting program, useful in building a Family Parenting Plan. (Sanders, M. R. (2012). Development, evaluation, and multinational dissemination of the Triple P-Positive Parenting Program. Annual review of clinical psychology, 8, 345-379.)

Step 5: Implementation, Behavior Tracking, Goal Development, Weekly Check, and Review Cycle References:

- 1. Applied Behavior Analysis (ABA): This is a widely used method for behavior tracking and modification. (Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). Applied behavior analysis. Pearson.)
- 2. Behavior Intervention Monitoring Assessment System (BIMAS): A behavioral tracking tool to identify, measure, and monitor student behavior. (Vollmer, D. (2011). Behavior Intervention Monitoring Assessment System (BIMAS). VBV Publishing.)
- 3. Brief Problem Checklist (BPC): For tracking emotional and behavioral difficulties. (Chorpita, B. F., Reise, S., Weisz, J. R., Grubbs, K., Becker, K. D., & Krull, J. L. (2010). Evaluation of the Brief Problem Checklist: child and caregiver interviews to measure clinical progress. Journal of Consulting and Clinical Psychology, 78(4), 526.)
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- 5. "Dialectical Behavior Therapy" (DBT): Initially designed for adults, DBT can be adapted for children and includes components for behavior tracking and skill development. (Miller, A. L., Rathus, J. H., & Linehan, M. (2007). Dialectical behavior therapy with suicidal adolescents. Guilford Publications.)
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- 7. "Multisystemic Therapy" (MST): An intensive family and community-based treatment program addresses multiple aspects of a young person's environment. (Henggeler, S. W., Schoenwald, S. K., Borduin, C. M., Rowland, M. D., & Cunningham, P. B. (2009). Multisystemic Therapy for antisocial behavior in children and adolescents. Guilford press.)
- 8. Mindfulness-Based Cognitive Therapy for Children (MBCT-C): A manualized group psychotherapy for children ages 9 to 13. (Semple, R. J., Lee, J., Rosa, D., & Miller, L. F. (2010). A randomized trial of mindfulness-based cognitive therapy for children: Promoting mindful attention to enhance social-emotional resiliency in children. Journal of Child and Family Studies, 19(2), 218.)
- 9. Multidimensional Student Life Satisfaction Scale (MSLSS): To track students' satisfaction with life. (Huebner, E. S. (1994). Preliminary development and validation of a multidimensional life satisfaction scale for children. Psychological Assessment, 6(2), 149.)
- 10. Progress Assessment/Goal Evaluation System (PAGES): Behavior tracking and progress monitoring tool for schools and clinicians. (Chafouleas, S. M., Kilgus, S. P., & Jaffery, R. (2017). Development and initial validation of the Progress Assessment/Goal Evaluation System (PAGES): A practical solution for school-based behavior assessment. School Psychology Quarterly, 32(4), 482.)
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Step 6: Transition and Exit Planning References:

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- 6. Frisch, M. B. (2006). Quality of life therapy: Applying a life satisfaction approach to positive psychology and cognitive therapy. John Wiley & Sons.
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Step 7: Completion of Transition and Post-program Follow-up References:

- 1. Achenbach, T. M., & Rescorla, L. A. (2001). Manual for the ASEBA school-age forms & profiles: an integrated system of multi-informant assessment. ASEBA.
- 2. Chamberlain, P., Price, J., Leve, L. D., Laurent, H., Landsverk, J. A., & Reid, J. B. (2008). Prevention of behavior problems for children in foster care: Outcomes and mediation effects. Prevention Science, 9(1), 17-27.
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- 6. Goodman, R. (1997). The Strengths and Difficulties Questionnaire: a research note. Journal of Child Psychology and Psychiatry, 38(5), 581-586.
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- 8. Reynolds, C. R., & Kamphaus, R. W. (2004). BASC-2: Behavior Assessment System for Children, Second Edition Manual. Circle Pines, MN: AGS.
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- Tsai, L. Y. (2013). Asperger's disorder. In V. B. Van Hasselt & M. Hersen (Eds.), Handbook of psychological treatment protocols for children and adolescents. (pp. 391–422). Lawrence Erlbaum Associates Publishers.
- 11. Zisser, A., & Eyberg, S. M. (2010). Treating oppositional behavior in children using parent—child interaction therapy. In Handbook of child behavior therapy (pp. 179-193). Springer.

Examples of implementation with Evidence- Based Structures

Step 1: Initial Contact, Referral, and Preliminary Screening:

- Obtain referral information and make initial contact with the family.
- Explain the program and introduce the role of the integrated child and family coach.
- Use the "Adverse Childhood Experiences" (ACEs) questionnaire to identify potential traumas impacting behavior and health.
- Apply "Motivational Interviewing" techniques during the initial contact to build motivation for change.

Step 2: Staffing and Introduction of Team (To be completed within the first 72 hours):

- Select suitable staff based on the initial screening and set up the integrated child and family coach.
- Explain each team member's role to the family, using the "The Bridge Model" for reference.

 Consider trauma-informed care and cultural competency while staffing the team, following the "Safe Environment for Every Kid (SEEK) model" and "Trauma Systems Therapy Approach."

Step 3: Family Engagement, Goal Setting, and In-depth Assessment:

- Facilitate family engagement and goal setting using the Acceptance and Commitment Therapy (ACT) approach.
- Conduct an in-depth assessment using the multidimensional family therapy (MDFT) model, using various tools like the "Ages and Stages Questionnaires," "Beck Youth Inventories," "Brief Assessment Checklist for Adolescents," and others.

Step 4: Support Planning and Bi-weekly Team Meetings (To be completed within the first 72 hours):

- Develop a Family Parenting Plan that aligns with the child's individualized plan.
- Create a support plan based on assessment results and family goals, integrating various interventions like Applied Behavior Analysis (ABA) and Cognitive-Behavioral Therapy (CBT).
- Conduct bi-weekly team meetings to review progress and make adjustments to the support plan.

Step 5: Implementation, Behavior Tracking, Goal Development, Weekly Check, and Review Cycle:

- Finalize the support plan and Family Parenting Plan using evidence-based approaches like CBT.
- Implement the Behavior Intervention Monitoring Assessment System (BIMAS) to track behavior, and use tools like "The Coping Cat Program" and "The Multisystemic Therapy" to provide comprehensive support.
- Track behavior and develop personalized goals using various tools like the "Brief Problem Checklist" and the "Multidimensional Student Life Satisfaction Scale."
- Conduct weekly checks using the BIMAS and MSLSS, incorporating insights from "Mindfulness-Based Cognitive Therapy for Children."
- Perform formal reviews every 21 days, using tools like "Trauma-Focused Cognitive Behavioral Therapy" for children impacted by trauma.

Step 6: Transition and Exit Planning (Duration: Customized to the child's progress):

- Develop a comprehensive exit plan using evidence-supported community transition systems and resource materials.
- Implement post-program follow-up, using tools like "ASEBA school-age forms & profiles" for multi-informant assessment and "Check & Connect" for student engagement.
- Provide trauma-informed treatment if necessary, following a "trauma systems therapy approach."
- Monitor behavior using the "Behavior Assessment System for Children (BASC-2)" and offer "Parent-Child Interaction Therapy" for oppositional behavior.

Step 7: Completion of Transition and Post-program Follow-up (Duration: Customized to the child's progress):

- Conduct a post-program follow-up approximately three months after the child's exit, using tools like "TRAQ" for transition readiness assessment.
- Provide minimal support as needed, employing "Interviewing for Solutions" techniques for effective communication with the child and family.
- Continue to monitor behavior and progress using "BASC-2" and "The Multisystemic Therapy."
- Offer parent-child interaction therapy for oppositional behavior if required.
- Be sensitive to trauma history, utilizing trauma systems therapy principles for ongoing support.

INTERVAL TRACKING SYSTEM DEVELOPMENT (DRAFT)

The following is a draft blueprint that outlines a structured approach for developing an Excel-based tracking system for the Super Nanny Delivery System, aimed at systematically documenting and monitoring the progress of families within the program. It details a multi-sheet setup including Family Overview, Detailed Assessments, Goals and Progress, Intervention Log, Team Meetings and Reviews, and Transition and Exit Planning. Each sheet is designed to capture specific data points such as family ID, dates, engagement levels, assessments, interventions, and outcomes, facilitating a comprehensive overview of each family's journey through the program. Implementation tips suggest the use of dropdown menus, conditional formatting, pivot tables, charts, and data validation to enhance data consistency, visualization, and analysis. This methodological approach, supported by Peter Sprengelmeyer from the Oregon Department of Human Services, aims to enable effective monitoring, evaluation, and data-driven decision-making to continually improve the program's effectiveness.

INTERVAL TRACKING SYSTEM DEVELOPMENT

BLUEPRINT DRAFT FOR THE SUPER NANNY DELIVERY SYSTEM

This outlines a strategy for creating a tracking system within Excel, designed to systematically record and follow the journey of families participating in a program. The system is structured to meticulously document every phase of the program, scrutinize the interventions applied, and evaluate the results over time. Below is a proposed framework for establishing this tracking mechanism in Excel:

Excel Sheet Structure

1. Sheet 1: Family Overview

- Columns: Family ID, Referral Date, Initial Contact Date, Comprehensive Assessment Completion Date, Family Engagement Level (High, Medium, Low), Current Step in Program, Next Scheduled Review, Notes.
- Purpose: To provide a quick overview of each family's current status in the program.

2. Sheet 2: Detailed Assessments

- Columns: Family ID, Assessment Type (Strength-Based, ACES, etc.), Assessment Date, Key Findings, Recommended Actions, Follow-Up Assessment Date.
- Purpose: To log detailed assessments conducted, findings, and follow-up actions for each family.

3. Sheet 3: Goals and Progress

- Columns: Family ID, Goal ID, Goal Description, Start Date, Target Completion Date, Status (Not Started, In Progress, Completed), Progress Notes.
- Purpose: To track the specific goals set for each family and monitor their progress over time.

4. Sheet 4: Intervention Log

- Columns: Family ID, Intervention Type (CPS, TIC, etc.), Start Date, End Date, Provider, Outcome Measures, Success Rating (1-5), Notes.
- Purpose: To document all interventions applied to each family, including duration, providers, and outcomes.

5. Sheet 5: Team Meetings and Reviews

- Columns: Family ID, Meeting Date, Type of Meeting (Bi-weekly Review, 21-day Review, etc.), Attendees, Key Discussion Points, Decisions Made, Action Items, Next Meeting Date.
- Purpose: To record the details of team meetings and reviews, including decisions and action items for follow-up.

6. Sheet 6: Transition and Exit Planning

- Columns: Family ID, Planned Exit Date, Transition Steps, Support Services Post-Exit, Exit Review Date, Follow-Up Contact Dates, Post-Program Outcome.
- Purpose: To plan for and track the transition and exit process for each family, including post-program follow-up.

Implementation Tips

 Dropdown Menus: Utilize dropdown menus for standardized fields like "Family Engagement Level," "Assessment Type," "Intervention Type," and "Status" to maintain consistency in data entry.

- **Conditional Formatting:** Apply conditional formatting to highlight key dates, completion statuses, and success ratings to easily visualize progress and areas needing attention.
- **Pivot Tables:** Use pivot tables to summarize data for reporting purposes, such as the number of families at each step of the program, intervention outcomes, or progress on goals.
- **Charts:** Create charts to visualize trends over time, such as the average time families spend at each step of the program or the success rates of different interventions.
- **Data Validation:** Employ data validation rules to prevent errors during data entry, ensuring that dates, IDs, and other critical information are entered correctly.

This Excel-based tracking system is inspired by a methodological approach and will facilitate the effective monitoring and evaluation of the SUPER NANNY DELIVERY SYSTEM, allowing for data-driven decision-making and continuous improvement of the program.

PERSON HELPING WITH PROCESS

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SN SUMMIT OUTCOME (Writer Notes)

The following document explains the outcomes and highlights of the Dynamic Life Super Nanny Summit held at Salishan Coastal Lodge from April 24 to April 26, 2023. The summit aimed to reinforce the organization's vision of unlocking personalized success paths for children and included sessions on operational excellence, strategic vision, the founder's perspective, and future horizons. It focused on enhancing individual potential, operational principles, and the importance of a coordinated approach to supporting children and their families. Key discussions revolved around improving program efficacy, staff development, branding evolution, and the unveiling of a pilot program. The summit also emphasized the significance of team collaboration, strategic planning, and shared commitment to the mission, concluding with reflections, gratitude, and a social dinner to foster deeper connections among team members.

DYNAMIC LIFE SUPER NANNY SUMMIT OUTCOME

(Notes for Development)

Location:

Salishan Coastal Lodge

Dates:

Monday, April 24 - Wednesday, April 26

Our Vision:

Unlocking personalized success paths for every child, one at a time.

Opening Devotion:

Time: April 24, 8:00 AM - 8:30 AM

The meeting began with a moment of reflection, encouraging participants to bring their best selves to their work and interactions. The session included insights that encouraged deep thought and personal growth, aiming to create a contemplative atmosphere for the summit. This was to remind everyone of the broader goals that motivate their work together.

Additionally, there was a segment dedicated to mindfulness and contemplation. This prepared participants for a summit focused not just on professional growth but also on personal development. This comprehensive strategy reflected a dedication to supporting the complete development of each individual they aimed to help.

- 1. The meeting commenced with a devotional
- 2. They explained that one of the purposes of the summit was to invest in the group and share the vision of the organization.
- 3. The speaker emphasized the importance of living with virtue and being a positive example to others.
- 4. Participants were encouraged to live out their virtues and let their actions speak for themselves. The speaker also stressed the importance of personal transformation and its impact on others.

Operational Excellence:

Time: April 24, 9:00 AM - 10:00 AM

The session led by the COO underscored the significance of operational excellence as a cornerstone for the company's future success. The discussion focused on fundamental operational principles essential for sustaining a productive and respectful workplace, emphasizing the importance of constructive dialogue in meeting the organization's objectives. Through stories of success and lessons learned, a culture of mutual respect and collective aspiration was promoted. The purpose of this segment was to ensure the company's operational methods met its high standards of impact. An interactive format encouraged team participation, facilitating the enhancement of daily operational strategies. This approach fostered more efficient teamwork, aligned with the company's broader vision.

Key points emphasized by the COO during the session on operational excellence include:

- The significance of operational excellence as a cornerstone for the company's future success was underscored.
- Fundamental operational principles essential for sustaining a productive and respectful workplace were highlighted.
- The importance of constructive dialogue in meeting the organization's objectives was emphasized.
- Stories of success and lessons learned were shared to promote a culture of mutual respect and collective aspiration.
- The purpose of the segment was to ensure the company's operational methods met high standards of impact.
- An interactive format encouraged team participation and facilitated the enhancement of daily operational strategies.
- This approach fostered more efficient teamwork aligned with the company's broader vision.

COO's focus on operational excellence, constructive dialogue, and a culture of mutual respect within the organization was established during this time.

Strategic Vision Unveiled:

Time: April 24, 10:30 AM - 11:30 AM

The Senior Growth Strategist outlined the strategic vision with a focus on enhancing individual potential, closely aligning with the organization's ethos of personalized care and attention. Through interactive discussions and captivating presentations, a roadmap was developed, charting the path for the organization's future.

This portion of the summit was a vibrant exploration of the organization's growth and development opportunities, while staying true to its core mission. Breakout sessions encouraged deep engagement with the strategic content, empowering each participant to contribute actively to the strategic direction.

The session presented a blend of innovative strategies and practical steps, ensuring the organization's journey forward is both ambitious and grounded in its fundamental values.

• The Senior Growth Strategist detailed a comprehensive strategic vision with the primary goal of amplifying individual capabilities and potential.

- The outlined vision was in harmony with the organization's commitment to providing personalized care, emphasizing attentive support tailored to individual needs.
- An elaborate roadmap was crafted, delineating the organization's trajectory and key milestones for the foreseeable future.
- Engaging breakout sessions were orchestrated to foster profound involvement and proactive contribution from all participants.
- The strategy session unveiled an array of cutting-edge approaches combined with actionable measures designed for practical implementation.
- The forward movement of the organization was depicted as both bold and aspirational, yet firmly rooted in the organization's core principles and values.

Founder's Perspective:

Time: April 24, 1:00 PM - 2:00 PM

The founders provided invaluable insights into the mission's essence and evolution, recounting the organization's journey from its inception to its current state and looking forward to its future growth. They highlighted innovative training initiatives, underscoring how small beginnings can lead to significant impacts. Their stories emphasized the organization's roots and the power of collective efforts.

This inspiring talk underscored each individual's role within the organization, reinforcing the idea that every contribution significantly shapes the collective outcome. It offered a moment for reflection, celebration, and motivation, encouraging continued dedication to the mission.

- The founders furnished profound insights into the core and progressive transformation of the organization's guiding mission, imparting their deep understanding and strategic foresight.
- In a compelling recount, they charted the evolution of the organization, tracing its genesis, milestones, and development to its current stature, while also casting an eye towards anticipated future growth and directions.
- They put a spotlight on a suite of pioneering training initiatives, exemplifying how the
 organization fuels advancement and expansion. These programs are testament to the
 organization's innovative spirit and commitment to fostering talent from within.
- A narrative emerged, weaving together tales of modest beginnings and the astonishing potential such origins hold for spawning extensive influence and transformative outcomes.
- Emphasizing the bedrock of the organization, the founders illuminated the integral role of foundational values and synergistic collaboration in driving success and maintaining the integrity of the mission.
- With enthusiasm, they underlined the crucial contribution of every team member, acknowledging that the collective strength of the organization is harnessed through the dedication and skill of its parts.
- The address rendered a momentous occasion for introspection, championing past achievements, and kindling the flame of excitement for continued endeavors and triumphs ahead.
- Bolstering a resolute appeal, the founders reinforced the necessity for continuous dedication to the organization's objectives, inspiring each member to renew their resolve and strive towards shared ambitions and aspirations.

Future Horizons:

Time: April 24, 2:30 PM - 3:30 PM

During the session, the CEO reflected on the organization's achievements and charted the course for future growth. Highlighting recent successes and valuable lessons, the CEO inspired the team to aim for loftier goals and identified key areas for organizational progress. The importance of innovation in fulfilling the mission was emphasized, challenging team members to envision bold possibilities. The CEO's vision outlined a clear path forward, encapsulating the company's ambitions and setting a definitive trajectory for upcoming initiatives.

- The CEO reflected on the organization's achievements and milestones already accomplished.
- Future growth directions and strategies were detailed by the CEO.
- Recent successes were celebrated, and lessons learned were shared to motivate the team.
- The presentation underscored the critical role of innovation in pursuing the organization's mission.
- Team members received encouragement to ambitiously envision future opportunities.
- The CEO's vision for the company was articulated, encapsulating its broad ambitions.
- A definitive path for upcoming projects and objectives was established.

Branding Evolution:

Time: April 24, 4:00 PM - 5:00 PM

A member of the Executive Team spearheaded a discussion on refining the organization's branding strategy to ensure a deep connection with both internal stakeholders and external communities. The focus extended to innovative onboarding and recruitment strategies essential for growth. Through interactive workshops, the team engaged in the branding evolution process, analyzing case studies, assessing emerging market trends, and crafting a branding toolkit aligned with the organization's core values and future vision. This comprehensive approach aimed to involve participants actively in shaping a resonant and forward-looking corporate identity.

- The member of the Executive Team led a discussion that honed the organization's branding strategy.
- They emphasized creating a deep connection with internal stakeholders and the wider community.
- The conversation included a focus on developing innovative onboarding and recruitment strategies to foster growth.
- The team participated in interactive workshops as part of the branding evolution process.
- Case studies were meticulously analyzed to evaluate current and emerging market trends.
- A branding toolkit, reflective of the organization's core values and vision for the future, was diligently crafted.
- A concerted effort was made to actively engage participants in the development of a resonant and forward-looking corporate identity.

Summit Overview:

Time: April 25, 8:30 AM - 9:00 AM

The summit facilitator provided a comprehensive overview of the remaining summit schedule and clarified the objectives set forth for collective attention. Special emphasis was placed on a pilot program, with an in-depth exploration of its objectives scheduled for October 2023.

The facilitator led a dialogue to establish the key takeaways from the previous day and reintroduced the themes intended for coverage. This ensured all participants were on the same page and fully prepared for the in-depth sessions to follow. The overview acted as a refresher and contributed to maximizing the benefits of the summit.

- The summit facilitator provided a detailed summary of the remaining agenda and clarified the collective objectives for the remainder of the summit.
- A pilot program received special attention, with a thorough review of its goals planned for October 2023.
- Key points from the previous day were revisited in a dialogue led by the facilitator to ensure alignment on the summit's thematic content.
- The session also served as a refresher to optimize the value extracted from the summit by all attendees.

Preparation for Super Nanny Pilot Program:

Time: April 25, 9:30 AM - 10:30 AM

During the session, the comprehensive blueprint for a pioneering program was discussed and reviewed. The focus was on ensuring that the program not only adhered to core values but also served as a flagship for the vision. Participants engaged in a detailed walkthrough of the program's goals, which were designed to cultivate nurturing and stable family environments for children under care.

Engaging Training Resources:

Time: April 25, 11:00 AM - 12:00 PM

The session introduced innovative training resources aimed at enhancing staff development and encouraging a greater sense of contribution to the community. It also covered policy changes designed to create more flexible and resilient staff and program participant arrangements, crucial for adapting to dynamic conditions.

- The participants engaged in discussions and reviewed an extensive blueprint for an innovative program.
- The primary objective of the program was to align with fundamental core values while serving as a model representative of the organization's vision.
- They conducted an in-depth examination of the program's objectives, focusing on the creation of nurturing and stable environments conducive to the well-being of children in care.
- Specific goals of the program included starting with immediate triage, expanding to incorporate comprehensive services such as Super Nanny support, and providing training for foster parents, biological parents, and DHS personnel.

- The program had seen significant development and there was a collective aspiration to encourage its continued growth.
- Key individuals were welcomed into the 'dynamic life family,' contributing to a cycle of mentorship and learning opportunities.
- The program's ambition was to engender individualized life success stories for each child, emphasizing moments where they realize they are genuinely cared for.
- A practical, individualized approach was heralded as crucial for addressing the distinct needs of every child under the program's care.
- Discussions included continuous improvement and the importance of learning from fellow team members' experiences and knowledge.

Licensing Bedrock Principles:

Time: April 25, 1:00 PM - 2:00 PM

The dialogue was opened on integrating the organization's ethos into licensing practices. The focus was on understanding how contractual agreements could embody the commitment to prevention, supervision, and creating a lasting positive impact on the lives affected.

- The discussion focused on how to infuse the organization's ethos into licensing practices effectively.
- An emphasis was placed on adherence to the principles of prevention, supervision, and creating lasting positive effects for those served.
- Detailed reviews were conducted of the ways in which contractual agreements could reflect the organization's dedication to these principles.
- Participants looked into aligning policies and procedures with the organizational values and goals.
- There was an acknowledgment of the necessity for a balance between supporting the child and their family, considering both throughout any intervention processes.
- Efforts were made to ensure that staff members were experienced and possessed the necessary qualifications, particularly within the Super Nanny program.
- The importance of developing strong, trusting relationships with families and mitigating any negative perceptions of DHS involvement was underscored.
- Team members discussed creating assessments that are succinct, simple, and yield the desired results, focusing on entry and exit evaluations for parents and children alike.
- They also spoke about the need to capture and share success stories from various perspectives within the organization.
- The need for continuous communication and collaboration across teams, especially regarding DHS and the Super Nanny team, was highlighted.
- A reflection on specific cases underscored the importance of effective internal communication and coordination.
- Discussions revolved around ensuring that all components of intervention policies were covered using forward and reverse chaining strategies.
- There was a push for the organization to not only match but exceed expectations and to present itself positively, thereby addressing pain points with unique solutions.
- Consideration was given to the development of a comprehensive playbook, workbooks, and personalized resources to engage children, as well as tools and strategies for parents.

- The potential to use CRM systems for better intra-organizational communication and information sharing was brought up, aiming to streamline operations and maintain proper documentation.
- A sense of urgency was expressed in meeting next week to tackle specific concerns raised by a member named Isaiah, emphasizing team collaboration and problem-solving.
- The dialogue was concluded with an expression of gratitude for the healthy team environment and the collective work being done.

Operational Consistency:

Time: April 25, 2:30 PM - 3:30 PM

Strategies were discussed to ensure continuity of care across the network of providers, aiming to maintain the high standard of services that is a hallmark of the organization.

- Discussions took place centering on strategies to guarantee continuity of care within the provider network.
- The goal was to preserve the high standard of services known to be a defining feature of the organization.
- They examined how to solidify the supportive ecosystem for optimal service delivery.
- Past conversations highlighted the importance of seamless coordination internally to maintain service standards.
- They talked about enhancing the efficiency of screening and intake procedures for better alignment with organizational goals.
- There was a focus on reinforcing the organization's commitment to aiding each child's individual path to success.
- Strategies included the use of automated communication tools, like emails and trackers, to streamline processes and improve consistency.
- Consideration was given to different payment structures for the CRM system to fit the organization's model without overspending.
- The need for capturing and respectfully acquiring success stories and testimonies was discussed to highlight the program's impact.
- Training for effective communication with caseworkers and interactive engagement was mentioned as a necessary component.
- They deliberated on the development of licensing and approval timelines for program implementation and expansion.
- Consistency in branding across counseling forms and other materials was noted as essential for professional presentation.
- They emphasized the necessity of a checklist and referral packet for tackling information gaps in cases
- Issues like reviewing incident reports for proper management were also addressed in the discussions.

Screening Excellence:

Time: April 25, 4:00 PM - 5:00 PM

The collaborative strategizing session aimed to ensure continuity of care across the network of providers. Discussions focused on how to reinforce the supportive ecosystem and maintain the high standard of services that is a hallmark of the organization.

New initiatives aimed at enhancing the effectiveness of screening and intake procedures were outlined, with a focus on seamless internal coordination and reinforcing the commitment to supporting each child's path to success.

- The collaborative strategizing session was designed to guarantee ongoing care continuity among the network of service providers.
- There were in-depth discussions about methods to bolster the support ecosystem and uphold the organization's reputation for high-quality services.
- Participants detailed past initiatives that had been aimed at improving the efficacy of screening and intake processes.
- They emphasized the importance of achieving fluid internal coordination to ensure that these processes worked smoothly.
- A strong commitment to fostering each child's journey towards success was reiterated as a central goal of these initiatives.

The Culmination of The Summit:

Time: April 26, 8:30 AM - 9:30 AM

Goal Setting:

Immediate and aspirational goals were articulated and documented, turning the collaborative insights and strategies from the summit into a concrete, actionable roadmap.

Based on the context provided, the articulated immediate and aspirational goals for the Super Nanny program include:

Immediate Goal:

• Launch the Super Nanny pilot program in October of this year.

Aspirational Goals:

- Expand the Super Nanny program to have multiple teams ready to go by June 1st and continue to grow the program.
- Focus on providing a holistic approach to the child's life, addressing the needs of the child and the family dynamics.
- Develop an assessment tool to evaluate the family's level of hope and identify areas for improvement.
- Create an environment that allows for choices and adjustments, promoting resilience and baseline resets.
- Help families develop the strength and stability to care for a child in a loving and supportive environment.

- Provide support and resources to parents who may be struggling and overwhelmed.
- Offer transportation and structure for family visits to prevent blowouts and provide teaching and support during the process.
- Revolutionize families by going beyond the initial scope of help and cultivating a positive and transformative environment.

Reflective Conclusion:

Time: April 26, 10:00 AM - 11:00 AM

The summit concluded with a reflective session that acknowledged the unified efforts and invaluable insights gained. This was a time to appreciate the strengthened bonds and shared purpose that served as the foundation of the summit.

- The summit ended with a session dedicated to reflection, where the collective efforts of all participants were recognized.
- Attendees took a moment to express their gratitude for the valuable insights that had been gathered throughout the event.
- It was a period for expressing appreciation for the stronger relationships and reinforced sense of shared mission established during the summit.
- Participants acknowledged the importance of the connections made and the collaborative spirit that underpinned the summit's success.
- There was an emphasis on how these fortified ties and common objectives would continue to support the group's endeavors beyond the summit.

Gratitude and Guidance:

Time: April 26, 11:30 AM - 12:00 PM

The summit concluded with an expression of deep gratitude for the journey and a collective seeking of wisdom and guidance to enhance the integrity and effectiveness of the mission.

- The summit wrapped up with participants expressing profound thanks for the experiences they shared and the knowledge they gained.
- Together, they reflected on their collective quest for greater wisdom and guidance.
- The aim was to improve upon the mission's integrity and effectiveness, taking into account the insights from the summit.
- Emphasis was placed on utilizing the acquired wisdom to strengthen the core values and strategic approaches of the organization.
- There was an acknowledgment of the importance of continued learning and adaptation to serve the organization's purpose better.
- Discussions highlighted the need for practical applications of the insights gained during the summit in day-to-day operations.
- Team members showed commitment to leveraging their shared experiences to enhance teamwork and organizational outcomes moving forward.

Evening Reflections and Social Dinner:

Time: April 26, 6:00 PM - 9:00 PM

To conclude the intensive and rewarding summit, there was a gathering for an evening of reflections and a social dinner. This informal gathering allowed team members to unwind and foster deeper connections, sharing personal insights and experiences from the summit in a relaxed atmosphere. It was an opportunity to celebrate progress as a unified team and discuss how to carry the summit's momentum forward into daily life and work.

During the dinner, team members who had exemplified the organization's values were honored, receiving awards for their exceptional contributions. This token of appreciation not only boosted morale but also encouraged a culture of recognition and inspiration within the team.

The evening provided a well-deserved break and served as an affirmation of camaraderie and shared commitment to the organization's mission. It was a time to reflect on the past and look forward with a renewed sense of purpose to the future challenges and achievements that awaited.

- The summit concluded with an informal evening gathering that fostered reflection and social engagement among team members.
- This gathering allowed individuals to unwind after the demanding schedule of the summit, facilitating deeper interpersonal connections.
- In a relaxed setting, team members shared personal insights and recounted experiences from the duration of the summit.
- Progress made by the team was celebrated collectively, sparking conversations about how to maintain the momentum generated by the summit.
- Awards were presented to select team members who had demonstrated a strong alignment with the organization's core values throughout the summit.
- The act of recognizing these individuals served to elevate team spirit and promote a culture which values recognition and inspiration.
- The awards ceremony underscored the importance of acknowledging individual contributions and fostering a sense of appreciation amongst peers.
- The evening also provided a pause for the team, giving everyone a chance to consider past endeavors and envisage the path ahead.
- Reflections on shared efforts affirmed the team's camaraderie and solidified the collective commitment to the organization's overarching mission.
- Looking to the future, a sense of renewed purpose was cultivated, preparing the team to embrace forthcoming challenges and strive for continued success.

This summary encapsulates the essence and achievements of our summit, marking the conclusion of our outlined agenda.

SUPER NANNY STEPS 2023

The following is succinct draft of the The Super Nanny Steps (Draft) 2023 outlines a comprehensive, seven-step program designed to support children and their families through a structured approach that includes initial contact and screening, team staffing and introduction, family engagement and goal setting, support planning, implementation and behavior tracking, transition and exit planning, and post-program follow-up. Each step is meticulously planned to ensure the delivery of personalized, culturally competent, and trauma-informed care. The program emphasizes the use of evidence-based tools and strategies to assess and meet the unique needs of each child and family, aiming to foster a supportive environment that encourages progress and sustainability of positive changes beyond the program's conclusion.

SUPER NANNY STEPS (DRAFT) 2023

Step 1: Initial Contact, Referral, and Preliminary Screening (Once Decided/Duration: Up to 24 hours)

- Referral and Contact: Obtain referral information, make first contact with the family, explain the program, and introduce the role of the integrated child and family coach support personnel.
- Screening: Conduct a preliminary assessment to determine the child's and family's needs, strengths, and resources. Create an initial plan with evidence-based curriculum selection and cultural competency in mind.
- Suicide Awareness and Self-Injurious Risk Assessment: Perform suicide awareness and selfinjurious risk assessment during screening for the child and the family. Use evidence-based tools and questionnaires to identify signs of suicidal thoughts or self-harming behaviors.

Step 2: Staffing and Introduction of Team (To be completed within the first 72 hours)

• Establishing and Introducing Staff: Based on the initial screening, select suitable staff and set up the integrated child and family coach. Explain each team member's role to the family. Staffing should consider the need for trauma-informed care and cultural competency.

Step 3: Family Engagement, Goal Setting, and In-depth Assessment (To be completed within the first 72 hours)

- Family Engagement and Goal Setting: Engage the family and work collaboratively with them and the child and family coach to set specific goals.
- In-depth Assessment: Perform a comprehensive assessment of the child's needs, strengths, resources, and family dynamics. This assessment should consider trauma history and cultural background.

Step 4: Support Planning and Bi-weekly Team Meetings (To be completed within the first 72 hours)

- Family Parenting Plan Development: Initiate the development of a Family Parenting Plan with the child and family coach. This plan should align with the child's individualized plan and include strategies for home-based reinforcement of skills and behaviors targeted in the child's plan.
- Support Planning: Develop a robust support plan based on the assessment results, the family's goals, and the selected curriculum. The program should integrate the Family Parenting Plan, individual therapy, group therapy, and trauma-informed care strategies.
- Bi-weekly Team Meeting: Review the assessment results, discuss the roles and responsibilities of the team, and address initial observations and recommendations.

Step 5: Implementation, Behavior Tracking, Goal Development, Weekly Check, and Review Cycle (Duration: 21 days per cycle)

- Plan Finalization and Explanation: Finalize the support plan and the Family Parenting Plan and explain both to the family. Highlight the plans' content, focus, aim, practical applications, and expected outcomes.
- Implementation: If necessary, begin implementing the support plan and the Family Parenting Plan, with individual and group therapy and a multi-disciplinary approach.
- Behavior Tracking and Goal Development: Establish a robust behavior-tracking system. Monitor
 child behavior daily and maintain comprehensive records for review. Develop personalized goals
 based on the child's needs and progress. All care should be individualized and person-centered.
- Weekly Check: Review weekly progress to ensure the family understands and implements the plans correctly. Check behavior trackers and case notes, adjusting goals based on the child's and family's feedback and observed progress.
- Review Cycle: Conduct a formal review every 21 days to assess the plans' effectiveness and make necessary modifications. If an urgent adjustment is needed before the standard 21-day cycle, staff a special meeting to discuss the need and modify the plans accordingly.

Step 6: Transition and Exit Planning (Duration: Customized to the child's progress)

• Final Review and Exit Planning: When the child is ready to leave the program, conduct a last review, determine the sustainability of changes, and prepare an exit plan. This step should also consider the potential need for ongoing individual or group therapy, trauma-informed care, and multi-disciplinary support.

Step 7: Completion of Transition and Post-program Follow-up (Duration: Customized to the child's progress)

 Post-program Follow-Up: After the official exit from the program, continue providing minimal support as needed. Schedule a follow-up to check the child and family's progress after leaving the program.

These intervals provide a detailed and comprehensive approach, incorporating all necessary components, from initial screening to follow-up. Each step is designed to be customized to the unique needs of each child and family, emphasizing regular reviews, feedback, and an evidence-based approach. It integrates trauma-informed care, cultural competency, individual and family coaching, a multi-disciplinary approach, and family engagement to ensure the program remains effective and supportive for every family.

SUPER NANNY IPM (PARENTING MODEL)

The following document outlines a draft of the comprehensive Parent Coaching program that Dynamic Life designed to support parents and primary caregivers in fostering their children's cognitive, social, and emotional development. It introduces an integrated parenting model that leverages William Glasser's Reality (Reality) Theory, combined with ACES awareness, to teach authoritative parenting principles. The program covers a wide range of topics, including the introduction to parent coaching, its distinctives and objectives, initial engagement expectations, program journey, and evidence-based systems in use.

Key elements include:

An overview of parent coaching, defining it as a professional engagement aimed at helping parents or primary caregivers achieve specific parenting goals using psychoeducation and evidence-based strategies in a non-judgmental setting.

A detailed week-by-week curriculum focusing on Glasser's five basic needs: Survival, Love & Belonging, Power, Freedom, and Fun, with each week dedicated to exploring a different aspect of these needs and how they relate to effective parenting.

Practical methodologies for parent coaching, including preparing parents to learn new material, introducing and demonstrating new strategies, offering support and encouragement, and collaborating with parents to integrate strategies into their daily lives.

A parental needs questionnaire based on Glasser's model, designed to help parents assess their strengths and areas needing attention in meeting their own and their children's basic needs.

Additional resources such as lesson plans on various topics, one-on-one checklists, and optional workshops to further support parents in their journey.

The program is structured to span over several weeks, with each session designed to tackle specific areas of parenting challenges and growth opportunities. It emphasizes the importance of a non-judgmental, supportive, and evidence-based approach to parent coaching, with the ultimate goal of enhancing family dynamics and promoting the well-being of both parents and children.

Super Nanny Integrated Parenting Mode

TABLE OF CONTENTS

Integrated Parenting Model Overview
Defining Parent Coaching
Distinctives of Parent Coaching
Objectives of Parent Coaching
Initial Engagement: What to Expect
Program Journey: What to Expect
Evidence-Based Systems in Use
An Introduction to Reality Theory
Exploring Parental Needs: A Questionnaire
Parent Coaching Methodology Expanded
Comparative Analysis of Counseling Approaches
Setting Goals Within Parent Coaching
Strategy Introduction and Demonstration
The Role of Support and Collaboration
First Contact Expectations Detailed
Navigating the Program's Path

Evidence-Based Practices Employed
Deep Dive into Reality Theory
Glasser's Five Basic Needs Framework
Basic Need 1: Survival Strategies Page 9
Basic Need 2: Fostering Love and Belonging
Basic Need 3: Empowering Through Power
Basic Need 4: Embracing Freedom
Basic Need 5: Encouraging Fun
Week 1 Focus: Survival Needs
Week 2 Focus: Cultivating Humility/Meekness
Week 3 Focus: The Art of Asking for Help
Week 4 Focus: Understanding Love and Belonging
Week 5 Focus: The Practice of Encouragement
Week 6 Focus: Building Acceptance
Week 7 Focus: Spending Quality Time
Week 8 Focus: Building Confidence
Week 9 Focus: Driving Motivation
Week 10 Focus: Self-Care Essentials

Week 11 Focus: Engaging in Hobbies	Page 27
Week 12 Focus: Discovering Joy	Page 28
Week 13 Focus: Nurturing Independence	Page 29
Lesson Title: Releasing Creativity	Page 30
Optional Lesson: Parent Workshop - "The Power of Asking for Help"	Page 32

WHAT IS PARENT COACHING?

Parent coaching is when one or both parents (or any primary caregiver; foster parent, resource provider) meet with a professional coach in an effort to foster goal achievement related to parenting. In this non-judgmental setting, the coach can use psychoeducation and evidence-base

d strategies to navigate family and parenting barriers related to children. Parent coaching is beneficial to parents or primary caregivers who need assistance to increase family functioning and improve the family dynamic. It also benefits the parents and primary caregivers to gain or strengthen current parenting skills they already possess. The goal of parent coaching is to teach the parents and primary caregivers how to make decisions in support of their children's cognitive, social, and emotional development.

HOW IS PARENT COACHING DIFFER FROM OTHER COUNSELING OPTIONS?

Parent coaching is streamlined to focus on one specific goal within the treatment plan. As a stand-alone service, parent coaching is generally a strengths-based approach to parental education and empowerment. When utilized as an addition to family therapy, it has a clinical focus on improving the overall system through fostering adaptive strategies, resources, and support. Another main difference between counseling and family coaching is that counseling consists primarily of listening while family coaching consists of providing more direction.

GOALS FOR PARENT COACHING

PREPARE TO LEARN SHOW AND DESCRIBE NEW STRATEGIES Introduce new material to the parent and provide additional resources as needed. Introduce new interventions or strategies to the parent. Discuss and model the benefits.

Offer positive encouragement, feedback, and support to promote optimal engagement and success. Work with the family to devise a plan to integrate the strategies into their everyday life.

WHAT TO EXPECT AT FIRST CONTACT

The initial meeting between the family coach and parent(s) and/or primary caregiver(s) will focus on the parent coach gathering information and goal setting based on family/child needs.

WHAT TO EXPECT THROUGHOUT THE PROGRAM

The Parents and/or caregivers will attend and participate in weekly course trainings that will be taught by the parent coach, additionally, the parent coach will meet with the Parents and/or caregivers individually on a weekly or bi-weekly basis to discuss current challenges/barriers and to provide direction.

WHAT EVIDENCE-BASED SYSTEMS WILL BE USED?

William Glasser's Reality (Choice) Theory. The curriculum will be solely constructed covering William Glasser's five basic needs. The goal is to teach the components of authoritative parenting through this integration.

WHAT IS REALITY THEORY?

Glasser believes that all human behavior is driven by unmet needs and the pursuit of fulfilling five basic needs.

GLASSER'S FIVE BASIC NEEDS	SURVIVAL
 Survival Love and Belonging Power Freedom Fun 	HealthRelaxationFoodWarmth
LOVE AND BELONGING	POWER
 Belonging Being loved Being respected Friendship Sharing Cooperation 	 Recognition Success Importance Achievement Skills
FREEDOM	FUN
 Choices Independence Freedom from Freedom to 	EnjoymentLaughterLearningChange

Clearly demonstrating and teaching each core need is pertinent to the guardian-child relationship. In this training (curriculum), the parent coach will teach the guardian in a group or one-on-one environment with the aid of lectures, worksheets, and assessments in order to equip parents to fulfill these needs in their personal lives and in the lives of the children they care for.

Introduction:

This program consists of 12 lessons lasting 12 weeks, one lesson will be taught each week. The main purpose of this program is to discover the components of what makes you...you, and the components that make up the child you are caring for. The hope is that at completion of this program you will obtain new skills and apply those skills to your parenting skills toolbox while also

deepening the bond you have with the child in your care. Lessons will be taught in a group setting.

PARENTAL NEEDS QUESTIONNAIRE

Based on William Glasser's model, these concise needs assessment tool focuses on the model's areas of Survival, Love and Belonging, Power, Freedom, and Fun.

Parental Needs Questionnaire: Based on William Glasser's Reality Model

Instructions: On a scale of 1 to 5, with 1 being "Strongly Disagree" and 5 being "Strongly Agree", rate how you feel about each statement.

1. Survival

I feel secure and safe in my current environment.

1 2 3 4 5

I often worry about my health, safety, and overall well-being.

1 2 3 4 5

I believe I have a stable foundation in terms of finances and security.

1 2 3 4 5

I often engage in daring behaviors without considering the consequences.

1 2 3 4 5

2. Love and Belonging

I feel a deep sense of connection and belonging with my family and friends.

1 2 3 4 5

I often feel isolated and yearn for more intimate relationships.

1 2 3 4 5

I believe that I am loved and respected by those around me.

1 2 3 4 5

I struggle to find meaningful friendships and connections in my life.

3. **Power**

I feel a sense of accomplishment and achievement in my role as a parent.

1 2 3 4 5

I often feel powerless and overlooked in decisions concerning my family.

1 2 3 4 5

I believe I have a significant influence and control over my life's direction.

1 2 3 4 5

I struggle to gain recognition and success in my accomplishments.

1 2 3 4 5

4. Freedom

I feel a deep sense of independence and freedom in my choices.

1 2 3 4 5

I often feel trapped and long for more independence in my decisions.

1 2 3 4 5

I believe I have the creative freedom to express myself.

1 2 3 4 5

I feel restrained and fear when making important decisions in my life.

1 2 3 4 5

5. **Fun**

I regularly engage in activities that bring me joy and laughter.

1 2 3 4 5

I feel that my life lacks freedom and fun moments.



I prioritize hobbies and enjoyments that align with my interests.

1 2 3 4 5

I often feel burdened and miss the carefree moments of life.

1 2 3 4 5

Scoring:

• For each area, add up your scores. The area with the lowest score indicates where you might be lagging the most.

Interpretation:

- 20-17: You are doing well in this area.
- 16-13: You might need some improvement in this area.
- 12-9: This area needs attention and focus.
- 8-5: This area is a significant concern and requires immediate intervention.

After completing the assessment, parents can focus on the area with the lowest score to address their needs and improve their overall well-being. This tool is designed to be interactive, concise, and aligned with William Glasser's reality theory.

Survival

This basic need focuses on money matters, security, safety, and health.

Love and Belonging

This basic need focuses on belonging, being loved, and being respected; along with having friendships, caring, and cooperation from others.

Power

This basic need focuses on recognition, achievement, accomplishment, importance, and influence.

Freedom

This basic need focuses on movement, mobility, independence, authority, choices, creativeness, and fearlessness; freedom from not feeling controlled, and freedom to make choices.



Fun

This basic need focuses on laughter, learning activities, hobbies, amusements, games, and a sense of humor, enjoyment, laughter, learning, and change.

Basic Need 1. Survival

Survival - This need covers the standard needs of food and shelter, including psychological needs, such as feeling safe and secure.

Do you have any need for food or shelter? Is your rent/mortgage up to date?

Does your income meet your basic expenses? Shelter/food/household needs(electricity/water/phone)?

Do you feel safe?

Do you feel secure in your home?

Have you talked to a counselor for support? (Past or current)

Survival has three components:

- What are survival needs (1A)
- Humility/Meekness (1B)
- Ability to ask for help (1C)

1A. What are survival needs-week 1

Lesson Title: Exploring Survival Needs – 70 minutes.

Objective: Parent(s) and/or resource provider(s) will understand the concept of survival needs according to William Glasser and how these needs influence behavior.

Materials:

- 1. Whiteboard and markers
- 2. Handouts with key concepts of Glasser's survival needs
- 3. Chart paper and markers
- 4. Pen and paper for each parent(s) and/or caregiver(s)

Introduction (10 minutes): Begin by asking Parents and/or resource provider(s) what they believe are essential for human survival. List their responses on the whiteboard. Explain that today's lesson will focus on understanding how these basic needs impact our choices and actions.

Key Concepts (20 minutes):



1. Introduction to Glasser's Survival Needs:

- Briefly introduce William Glasser and his concept of survival needs.
- Explain that survival needs are fundamental necessities for physical well-being, such as air, water, food, and shelter.

1. Behavior and Survival Needs:

- Discuss the idea that all human behavior, according to Glasser, is an attempt to meet these survival needs.
- Provide simple examples to illustrate how our daily choices are often influenced by the need for survival.

Activity (15 minutes): Have Parents and/or resource provider(s) work in pairs or small groups. Provide each group with a scenario (e.g., being stranded on a deserted island) and ask them to identify the survival needs at play in the situation. Groups can then share their findings with the class.

Class Discussion (10 minutes): Lead a brief discussion based on the group presentations. Encourage Parents and/or resource provider(s) to share their thoughts on how understanding survival needs can help explain why people behave in certain ways.

Reflection (10 minutes): Ask Parents and/or resource provider(s) to reflect individually on a time when they made a choice based on a survival need. Have them write a short paragraph describing the situation and how their behavior was influenced by a basic survival need.

Conclusion (5 minutes): Summarize the main points of the lesson. Reinforce the idea that recognizing our survival needs can help us understand our behavior and the behavior of others. Encourage Parents and/or resource provider(s) to consider these concepts in their daily lives and in the child's life.

Assessment: Evaluate Parents and/or resource provider(s) participation in the group activity and the quality of their reflections on personal experiences related to survival needs.

Homework: Assign a brief homework task where Parents and/or resource provider(s) observe and reflect on their daily choices, considering how survival needs might be influencing their behavior.

1B. Humility/Meekness-week 2

Lesson Plan: Exploring Humility and Meekness-70 minutes

Objective: Parents and/or resource provider(s) will understand the concepts of humility and meekness, recognizing their importance in personal development and relationships.



Materials:

- 1. Whiteboard and markers
- 2. Handouts or printed materials
- 3. Multimedia resources (optional)

Introduction (10 minutes):

- 1. Begin with a brief discussion on the meaning of humility and meekness. Ask students to share their initial thoughts and understanding of these concepts.
- 2. Write the definitions on the whiteboard:
- **Humility:** A modest and respectful attitude toward oneself and others, acknowledging one's limitations and valuing others.
- **Meekness:** Strength under control, a gentle and patient approach in dealing with others.

Activity 1: Group Discussion (20 minutes):

- 1. Divide the class into small groups.
- 2. Provide each group with a set of discussion questions related to humility and meekness. Questions may include:
- Can you think of someone you consider humble or meek? What qualities do they possess?
- How do humility and meekness contribute to building positive relationships?
- In what situations is it challenging to practice humility and meekness?
- 1. Encourage groups to discuss their answers and insights. Each group will share a summary of their discussion with the class.

Activity 2: Personal Reflection (10 minutes):

- 1. Ask Parents and/or resource provider(s) to take a few minutes for personal reflection. Provide prompts such as:
- Share a personal experience where you demonstrated humility or meekness.
- How do you feel when someone treats you with humility or meekness?
- 1. Allow Parents and/or resource provider(s) to share their reflections with a partner or the whole class (optional).

Guided Lecture (15 minutes):

1. Provide a brief lecture on the benefits of humility and meekness in personal and social contexts.

14

- 2. Discuss real-life examples of individuals who exemplify these qualities and the positive impact it has on their lives and relationships.
- 3. Emphasize the idea that humility and meekness are not signs of weakness but rather demonstrate strength and emotional intelligence.

Closure (5 minutes):

- 1. Summarize the key points discussed during the lesson.
- 2. Ask Parents and/or resource provider(s) to consider one action they can take to incorporate humility or meekness into their daily lives.
- 3. Encourage Parents and/or resource provider(s) to share their thoughts or commitments with the class (optional).

Homework/Extended Activity (Optional): Assign a reflective essay or journal entry where Parents and/or resource provider(s) discuss a situation where they applied humility or meekness in parenting and reflect on the outcomes.

1C. Asking for Help-week 3

Lesson Plan: Asking for Help

Objective:

- Parents and/or resource provider(s) will learn the importance of asking for help when needed.
- Parents and/or resource provider(s) will develop effective communication skills for seeking assistance.
- Parents and/or resource provider(s) will practice asking for help in various scenarios.

Materials:

- Whiteboard and markers
- Handout with examples of situations where asking for help is appropriate
- Role-playing scenarios
- Sticky notes
- Pens/pencils

Introduction (10 minutes):

- 1. Begin the lesson by discussing the importance of asking for help. Emphasize that asking for help is a sign of strength and a necessary skill for individual success.
- 2. Ask the Parents and/or resource provider(s) to share their thoughts on why some people may hesitate to ask for help. Write down their responses on the whiteboard.
- 3. Discuss common scenarios where asking for help is appropriate, such as in school, at home, or in the workplace.

Guided Instruction (15 minutes):

- 4. Provide examples of effective ways to ask for help. Emphasize the importance of being specific about what assistance is needed and expressing gratitude afterward.
- 1. Distribute a handout with examples of situations where asking for help is appropriate. Discuss each example with the Parents and/or resource provider(s) and encourage them to share their thoughts.

Activity: Role-playing (20 minutes): 6. Divide the class into pairs or small groups.

- 1. Assign each group a scenario (e.g., struggling with a difficult behavior, work stress, daily life stressors, feeling overwhelmed with responsibilities).
- 2. Instruct each group to create a short role-playing skit demonstrating a situation where someone needs to ask for help.
- 3. After each skit, open the floor for discussion. Ask the class what the person did well in asking for help and what could be improved.

Independent Practice (10 minutes):

- 1. Hand out sticky notes to each Parents and/or resource provider(s).
- 2. Ask Parents and/or resource provider(s) to write down one situation where they might need help and one thing they could say to ask for assistance. Encourage them to be specific.
- 3. Collect the sticky notes and use them to create a class discussion on common challenges and effective ways to seek help.

Closure (5 minutes): 13. Summarize the key points of the lesson, reiterating the importance of asking for help when needed.

- 1. Encourage Parents and/or resource provider(s) to practice asking for help in their daily lives, whether it be at school, home, or elsewhere.
- 2. Conclude the lesson by expressing confidence in the Parents and/or resource provider(s) ability to seek assistance when necessary and reinforcing the idea that asking for help is a positive and necessary skill.

Homework (Optional): Assign a reflective writing assignment where Parents and/or resource provider(s) can write about a time when they asked for help, how it felt, and the outcome of seeking assistance. This can be collected and discussed in the next class.

Basic Need 2. Love and Belonging

Love & Belonging - This need focuses on relationships with everyone, including friends and family, co-workers, teachers, and even pets.



- Tell me about your family members.
- Tell me about your extended family members.
- Tell me about your friends.
- Tell me about your co-workers.
- Tell me about any other person who has a voice in your life, pastors, teachers, support person (etc.).
- Tell me about your pets.

Love and Belonging has three four components:

- Understanding Love and Belonging (2A)
- > Encouragement (2B)
- > Acceptance (2C)
- Quality Time (2D)

2A. Understanding Love and Belonging-week 4

Lesson Title: Understanding Love and Belonging – 70 minutes.

Objective: Parents and/or resource provider(s) will explore William Glasser's concept of love and belonging as a fundamental human need and understand how it influences behavior.

Materials:

- 1. Whiteboard and markers
- 2. Handouts with key concepts of Glasser's love and belonging
- 3. Chart paper and markers
- 4. Pen and paper for each student

Introduction (10 minutes): Start by asking Parents and/or resource provider(s) about the importance of relationships in their lives. List their responses on the whiteboard. Explain that today's lesson will focus on understanding how the need for love and belonging influences our choices and actions.

Key Concepts (20 minutes):

1. Introduction to Glasser's Love and Belonging:

- Briefly introduce William Glasser and his concept of love and belonging as one of the five basic human needs.
- Explain that this need encompasses the desire for connection, relationships, and a sense of belonging.

1. Behavior and Love and Belonging:

- Discuss how our behaviors, such as seeking friendships, forming relationships, and joining social groups, are often motivated by the need for love and belonging.
- Provide simple examples to illustrate how the quest for connection influences our daily choices.

Activity (15 minutes): Have Parents and/or resource provider(s) work in pairs or small groups. Provide each group with a scenario (e.g., a new student joining the class) and ask them to identify how the need for love and belonging plays a role in the situation. Groups can then share their findings with the class.

Class Discussion (10 minutes): Lead a brief discussion based on the group presentations. Encourage Parents and/or resource provider(s) to share their thoughts on how understanding the need for love and belonging can help explain behaviors in various social situations.

Reflection (10 minutes): Ask Parents and/or resource provider(s) to reflect individually on a time when they sought love and belonging or observed someone else doing so. Have them write a short paragraph describing the situation and how the need for connection influenced behavior.

Conclusion (5 minutes): Summarize the main points of the lesson. Reinforce the idea that recognizing the need for love and belonging can enhance our understanding of human behavior. Encourage students to consider these concepts in their interactions with others.

Assessment: Evaluate Parents and/or resource provider(s) participation in the group activity and the quality of their reflections on personal experiences related to the need for love and belonging.

Homework: Assign a brief homework task where Parents and/or resource provider(s) consider how the need for love and belonging influences their behavior in different social settings and how love and belonging influences the child.

2B. Encouragement-week 5

Lesson Title: Encouraging Encouragement - 70 minutes.

Objective: Parents and/or resource provider(s) will understand the importance of encouragement, its positive impact on individuals, and how to incorporate encouragement in their daily interactions.



Materials:

- 1. Whiteboard and markers
- 2. Chart paper and markers
- 3. Handouts with key points on encouragement
- 4. Pen and paper for each student

Introduction (10 minutes): Begin by discussing the meaning of encouragement. Ask Parents and/or caregivers to share their thoughts on what encouragement means to them. Write their responses on the whiteboard.

Key Concepts (20 minutes):

1. Definition of Encouragement:

- Provide a clear definition of encouragement, emphasizing its positive and motivating nature.
- Discuss how encouragement differs from praise and why it is important in building a supportive environment.

1. Impact of Encouragement:

- Explore the positive effects of encouragement on individuals, such as increased confidence, motivation, and a sense of belonging.
- Share real-life examples or stories that highlight the transformative power of encouragement.

Activity (15 minutes): Divide the class into small groups. Provide each group with a scenario where someone is facing a challenge or pursuing a goal. Ask them to brainstorm and role-play encouraging responses. Groups can then present their scenarios and encourage each other.

Class Discussion (10 minutes): Lead a discussion based on the group presentations. Encourage Parents and/or resource provider(s) to share their insights on the impact of encouragement and how it can make a difference in various situations.

Reflection (10 minutes): Ask Parents and/or resource provider(s) to reflect individually on a time when they received meaningful encouragement or when they provided encouragement to someone else. Have them write a short paragraph describing the situation and its impact.

Conclusion (5 minutes): Summarize the main points of the lesson. Emphasize the importance of incorporating encouragement into their interactions to create a positive and supportive community.

Assessment: Evaluate Parents and/or resource provider(s) participation in the group activity, the quality of their reflections, and their understanding of the key concepts of encouragement.

Homework: Assign a brief homework task where Parents and/or resource provider(s) observe and reflect on instances in their daily lives where they can offer encouragement to others, particularly the child in their care.

By engaging in this activity, Parents and/or resource provider(s) can actively practice and integrate encouragement into their parenting approach, fostering a more positive and supportive relationship with their child.

2C. Acceptance-week 6

Lesson Title: Embracing Acceptance - 70 minutes.

Objective: Parents and/or resource provider(s) will explore the concept of acceptance, understand its significance in fostering positive relationships, and learn practical strategies for incorporating acceptance in their lives.

Materials:

- 1. Whiteboard and markers
- 2. Chart paper and markers
- 3. Handouts with key points on acceptance
- 4. Pen and paper for each Parent and/or caregiver'

Introduction (10 minutes): Start the lesson by asking Parents and/or resource provider(s) what the word "acceptance" means to them. Write their responses on the whiteboard. Discuss the different contexts in which acceptance plays a role, such as in relationships, personal growth, and building a supportive community.

Key Concepts (20 minutes):

- 1. Definition of Acceptance:
- Provide a clear definition of acceptance, emphasizing the idea of acknowledging and embracing people and situations as they are.

• Discuss how acceptance involves non-judgmental understanding and recognition of diversity.

1. Importance of Acceptance:

- Explore why acceptance is essential for positive relationships and personal well-being.
- Share examples or stories that illustrate the positive impact of acceptance on individuals and communities.

Activity (15 minutes): Divide the class into pairs or small groups. Provide each group with a scenario where acceptance plays a crucial role (e.g., accepting differences among people). Ask them to discuss how acceptance can be applied in the given scenario. Groups can then share their insights with the class.

Class Discussion (10 minutes): Lead a discussion based on the group presentations. Encourage Parents and/or resource provider(s) to share their thoughts on why acceptance is valuable and how it can contribute to a healthier and more inclusive environment.

Reflection (10 minutes): Ask Parents and/or resource provider(s) to reflect individually on a time when they experienced acceptance or when they practiced acceptance towards someone else. Have them write a short paragraph describing the situation and its impact.

Conclusion (5 minutes): Summarize the main points of the lesson. Highlight the idea that acceptance is a powerful tool for building positive relationships and creating a culture of inclusivity.

Assessment: Evaluate Parents and/or resource provider(s) participation in the group activity, the quality of their reflections, and their understanding of the key concepts of acceptance.

Homework: Assign a brief homework task where Parents and/or resource provider(s) identify one aspect of their lives where they can practice acceptance and reflect on the experience.

2D. Quality Time-week 7

Lesson Title: Quality Time Matters - 70 minutes

Objective: Parents and/or resource provider(s) will understand the importance of spending quality time with others, recognize the benefits of meaningful



connections, and learn practical strategies for incorporating quality time in their lives.

Materials:

- 1. Whiteboard and markers
- 2. Chart paper and markers
- 3. Handouts with key points on quality time
- 4. Pen and paper for each Parent and/or caregiver'

Introduction (10 minutes): Begin by discussing with Parents and/or resource provider(s) what they think "quality time" means. Write their responses on the whiteboard. Discuss the different contexts in which quality time is important, such as family, friendships, and personal well-being.

Key Concepts (20 minutes):

1. Definition of Quality Time:

- Provide a clear definition of quality time, emphasizing the idea of being fully present and engaged during interactions.
- Discuss how quality time involves focused attention, active listening, and genuine connection.

1. Benefits of Quality Time:

- Explore the positive effects of spending quality time with others, such as strengthened relationships, improved communication, and enhanced well-being.
- Share examples or stories that highlight the impact of meaningful connections.

Activity (15 minutes): Divide the class into small groups. Provide each group with a scenario where the importance of quality time is evident (e.g., a family gathering or a group project). Ask them to discuss how quality time can be applied in the given scenario. Groups can then share their insights with the class.

Class Discussion (10 minutes): Lead a discussion based on the group presentations. Encourage Parents and/or resource provider(s) to share their thoughts on why quality time matters and how it contributes to positive relationships and personal fulfillment.

Reflection (10 minutes): Ask Parents and/or resource provider(s) to reflect individually on a time when they experienced or provided quality time. Have them write a short paragraph describing the situation and its impact.

Conclusion (5 minutes): Summarize the main points of the lesson. Emphasize the idea that quality time is a valuable investment in relationships and personal happiness.

Assessment: Evaluate Parents and/or resource provider(s) participation in the group activity, the quality of their reflections, and their understanding of the key concepts of quality time.

Homework: Assign a brief homework task where Parents and/or resource provider(s) identify one relationship in their lives where they can dedicate quality time and reflect on the experience.

Basic Need 3. Power

Power - This doesn't mean that everyone seeks to achieve some domineering presence but rather says that people want to make some difference that allows them to leave behind a legacy.

- Tell me about your accomplishments.
- Tell me about what you what to accomplish in the future.
- Tell me about your plan to complete your future accomplishments.
- Tell me about people who have influenced you.

Power has two main components:

- Confidence (3A)
- Motivation (3B)

3A. Confidence-week 8

Lesson Title: Building Confidence - 70 minutes.

Objective: Parents and/or resource provider(s) will explore the concept of confidence, understand its significance in personal development, and learn practical strategies to enhance self-confidence.

Materials:

- 1. Whiteboard and markers
- 2. Chart paper and markers
- 3. Handouts with key points on confidence

23

4. Pen and paper for each student

Introduction (10 minutes): Begin by discussing what the term "confidence" means to Parents and/or caregivers. Write their responses on the whiteboard. Discuss situations where confidence is important, such as in school, social interactions, and personal goals.

Key Concepts (20 minutes):

1. Definition of Confidence:

- Provide a clear definition of confidence, emphasizing self-assurance and belief in one's abilities.
- Discuss how confidence is essential for facing challenges, taking risks, and achieving goals.

1. Signs of Confidence:

- Explore the characteristics of confident individuals, such as maintaining eye contact, having a positive posture, and expressing oneself assertively.
- Discuss how confidence is often reflected in both verbal and non-verbal communication.

Activity (15 minutes): Divide the class into small groups. Provide each group with a scenario where confidence plays a crucial role (e.g., giving a presentation or participating in a group discussion). Ask them to discuss how confidence can be applied in the given scenario. Groups can then share their insights with the class.

Class Discussion (10 minutes): Lead a discussion based on the group presentations. Encourage Parents and/or resource provider(s) to share their thoughts on why confidence is important and how it contributes to personal growth and success.

Reflection (10 minutes): Ask Parents and/or resource provider(s) to reflect individually on a time when they felt confident or when they witnessed someone else displaying confidence. Have them write a short paragraph describing the situation and its impact.

Conclusion (5 minutes): Summarize the main points of the lesson. Emphasize the idea that building confidence is a gradual process that involves self-awareness and positive self-talk.

Assessment: Evaluate Parents and/or resource provider(s) participation in the group activity, the quality of their reflections, and their understanding of the key concepts of confidence.

Homework: Assign a brief homework task where Parents and/or resource provider(s) set a small personal goal that requires confidence and reflect on their progress.

3B. Motivation-week 9

Lesson Title: Unleashing Motivation - 70 minutes

Objective: Parents and/or resource provider(s) will explore the concept of motivation, understand its role in achieving goals, and learn practical strategies for staying motivated.

Materials:

- 1. Whiteboard and markers
- 2. Chart paper and markers
- 3. Handouts with key points on motivation
- 4. Pen and paper for each student

Introduction (10 minutes): Begin by asking Parents and/or resource provider(s) what the term "motivation" means to them. Write their responses on the whiteboard. Discuss situations where motivation is important, such as in academics, sports, and personal projects.

Key Concepts (20 minutes):

1. Definition of Motivation:

- Provide a clear definition of motivation, emphasizing the internal and external factors that drive behavior and goal-directed actions.
- Discuss how motivation is crucial for initiating, sustaining, and completing tasks.

1. Types of Motivation:

- Explore intrinsic and extrinsic motivation. Explain the difference between being motivated by internal factors (personal interest, enjoyment) and external factors (rewards, recognition).
- Discuss the importance of finding intrinsic motivation for long-term success and fulfillment.

Activity (15 minutes): Divide the class into small groups. Provide each group with a scenario where motivation is a key factor (e.g., preparing for exams or training for a sports event). Ask them to discuss strategies to stay motivated in the given scenario. Groups can then share their insights with the class.

Class Discussion (10 minutes): Lead a discussion based on the group presentations. Encourage Parents and/or caregivers to share their thoughts on why motivation is important and how it can be maintained over time.

Reflection (10 minutes): Ask Parents and/or resource provider(s) to reflect individually on a personal goal they've set or are currently working on. Have them write a short paragraph describing the motivation behind their goal and any challenges they've faced.

Conclusion (5 minutes): Summarize the main points of the lesson. Emphasize the idea that motivation is a dynamic force that can be cultivated through setting meaningful goals and finding intrinsic sources of inspiration.

Assessment: Evaluate Parents and/or resource provider(s) participation in the group activity, the quality of their reflections, and their understanding of the key concepts of motivation.

Homework: Assign a brief homework task where students identify one specific goal they want to achieve and outline a plan to stay motivated.

Basic Need 4. Fun

Fun - More than just a good outing, this need means that people want to experience pleasure, humor, relaxation, and learning that they find interesting and satisfying.

- Tell me about your sense of adventure.
- Tell me about what makes you laugh.
- Tell me about what you like to learn.
- Tell me about what you like to do for fun (hobbies).

Fun has three main components:

- Self-Care (4A)
- Hobbies (4B)
- Joy (4C)

4A. Self-Care-week 10



Lesson Title: Nurturing Well-Being through Self-Care

Objective: Parents and/or resource provider(s) will explore the concept of self-care, understand its importance for mental and emotional well-being, and learn practical strategies to incorporate self-care into their lives.

Materials:

- 1. Whiteboard and markers
- 2. Chart paper and markers
- 3. Handouts with key points on self-care
- 4. Pen and paper for each student

Introduction (10 minutes): Begin by discussing what the term "self-care" means to Parents and/or resource provider(s). Write their responses on the whiteboard. Discuss situations where self-care is important, such as managing stress, maintaining mental health, and promoting overall well-being.

Key Concepts (20 minutes):

1. Definition of Self-Care:

- Provide a clear definition of self-care, emphasizing the intentional actions individuals take to care for their physical, mental, and emotional health.
- Discuss how self-care involves recognizing and responding to personal needs.

1. Importance of Self-Care:

- Explore the benefits of self-care, including stress reduction, improved focus, and increased resilience.
- Discuss how self-care is not selfish but is essential for maintaining overall well-being.

Activity (15 minutes): Divide the class into small groups. Provide each group with a list of common stressors faced by Parents and/or resource provider(s) (e.g., home routine, parenting pressures). Ask them to brainstorm and share self-care strategies that could be effective in managing stress. Groups can then present their strategies to the class.

Class Discussion (10 minutes): Lead a discussion based on the group presentations. Encourage Parents and/or resource provider(s) to share their

thoughts on the importance of self-care and how it can positively impact their lives.

Reflection (10 minutes): Ask Parents and/or resource provider(s) to reflect individually on a recent time when they engaged in an activity for self-care. Have them write a short paragraph describing the activity and how it contributed to their well-being.

Conclusion (5 minutes): Summarize the main points of the lesson. Emphasize the idea that self-care is a proactive and individualized approach to well-being.

Assessment: Evaluate Parents and/or resource provider(s) participation in the group activity, the quality of their reflections, and their understanding of the key concepts of self-care.

Homework: Assign a brief homework task where Parents and/or resource provider(s) create a self-care plan for the upcoming week, incorporating activities that address their physical, mental, and emotional needs.

4B. Hobbies-week 11

Lesson Title: Exploring Hobbies and Personal Well-Being

Objective: Parents and/or resource provider(s) will explore the concept of hobbies, understand their importance for personal well-being, and identify potential hobbies that align with their interests.

Materials:

- 1. Whiteboard and markers
- 2. Chart paper and markers
- 3. Handouts with key points on hobbies
- 4. Pen and paper for each student

Introduction (10 minutes): Begin by discussing what the term "hobby" means to Parents and/or resource provider(s). Write their responses on the whiteboard. Discuss the positive aspects of engaging in hobbies, such as relaxation, creativity, and personal enjoyment.

Key Concepts (20 minutes):

1. Definition of Hobbies:



- Provide a clear definition of hobbies, emphasizing activities pursued for pleasure and relaxation rather than as a profession.
- Discuss how hobbies can be diverse and cater to various interests.

1. Importance of Hobbies:

- Explore the benefits of having hobbies, including stress reduction, enhanced creativity, and improved mental well-being.
- Discuss how hobbies provide an opportunity for self-expression and personal growth.

Activity (15 minutes): Divide the class into small groups. Provide each group with a list of common hobbies (e.g., reading, painting, playing a musical instrument). Ask them to discuss the potential benefits of each hobby and identify any they find particularly interesting. Groups can then share their findings with the class.

Class Discussion (10 minutes): Lead a discussion based on the group presentations. Encourage Parents and/or resource provider(s) to share their thoughts on the importance of hobbies and how they contribute to personal well-being.

Reflection (10 minutes): Ask Parents and/or resource provider(s) to reflect individually on any hobbies they currently enjoy or activities they would like to explore. Have them write a short paragraph describing how engaging in these activities makes them feel.

Conclusion (5 minutes): Summarize the main points of the lesson. Emphasize the idea that hobbies are an essential part of personal well-being and can contribute to a balanced and fulfilling life.

Assessment: Evaluate Parents and/or resource provider(s) participation in the group activity, the quality of their reflections, and their understanding of the key concepts of hobbies.

Homework: Assign a brief homework task where Parents and/or resource provider(s) explore a new hobby or dedicate more time to an existing one, reflecting on their experiences.

4C. Joy-week 12

Lesson Title: The Pursuit of Joy

Objective: Parents and/or resource provider(s) will explore the concept of joy, understand its significance for personal well-being, and identify simple practices to cultivate joy in their lives.

Materials:

- 1. Whiteboard and markers
- 2. Chart paper and markers
- 3. Handouts with key points on joy
- 4. Pen and paper for each Parents and/or resource provider(s)

Introduction (10 minutes): Begin by discussing what the term "joy" means to Parents and/or resource provider(s). Write their responses on the whiteboard. Discuss situations or activities that bring joy, emphasizing both big and small moments.

Key Concepts (20 minutes):

1. **Definition of Joy:**

- Provide a clear definition of joy, emphasizing it as a positive and uplifting emotion that goes beyond mere happiness.
- Discuss how joy is often associated with a deep sense of contentment and gratitude.

1. Signs of Joy:

- Explore the signs and expressions of joy, such as smiling, laughter, and a sense of lightness.
- Discuss how joy can be experienced in various aspects of life, including personal achievements, relationships, and everyday moments.

Activity (15 minutes): Divide the class into small groups. Provide each group with a scenario (e.g., receiving a surprise gift, spending time with loved ones). Ask them to discuss how joy might be experienced in the given scenario and share examples. Groups can then present their insights to the class.

Class Discussion (10 minutes): Lead a discussion based on the group presentations. Encourage Parents and/or resource provider(s) to share their thoughts on why joy is important and how it contributes to personal well-being.

Reflection (10 minutes): Ask Parents and/or resource provider(s) to reflect individually on a recent moment when they experienced joy or witnessed

someone else expressing joy. Have them write a short paragraph describing the situation and its impact.

Conclusion (5 minutes): Summarize the main points of the lesson. Emphasize the idea that joy is a positive emotion that can be cultivated through mindfulness and an appreciation for life's moments.

Assessment: Evaluate Parents and/or resource provider(s) participation in the group activity, the quality of their reflections, and their understanding of the key concepts of joy.

Homework: Assign a brief homework task where Parents and/or resource provider(s) identify one thing they can do to bring joy into their lives and reflect on the experience.

Basic Need 5. Freedom

Freedom - This need says that people need to feel as though they have autonomy in their daily lives and their creative lives.

- Tell me about your current sense of freedom.
- Tell me how you feel about making choices.
- Tell me about your transportation.
- Tell me about your daily schedule / routine.

<u>Freedom has two main components:</u>

- Independence (5A)
- Creativity (5B)

5A. Independence-week 13

Lesson Title: Adopting Independence

Objective: Parents and/or resource provider(s) will explore the concept of independence, understand its significance for personal growth, and identify practical ways to cultivate independence in their lives.

Materials:

- 1. Whiteboard and markers
- 2. Chart paper and markers
- 3. Handouts with key points on independence
- 4. Pen and paper for each student

Introduction (10 minutes): Begin by discussing what the term "independence" means to Parents and/or resource provider(s). Write their responses on the whiteboard. Discuss situations where independence is important, such as decision-making, problem-solving, and pursuing personal goals.

Key Concepts (20 minutes):

1. Definition of Independence:

- Provide a clear definition of independence, emphasizing the ability to think and act freely, make choices, and take responsibility for one's actions.
- Discuss how independence is linked to self-reliance and personal autonomy.

1. Benefits of Independence:

- Explore the benefits of being independent, such as increased confidence, resilience, and a sense of personal accomplishment.
- Discuss how independence fosters personal growth and prepares individuals for future challenges.

Activity (15 minutes): Divide the class into small groups. Provide each group with a scenario (e.g., deciding on a personal goal, solving a problem independently). Ask them to discuss how independence is demonstrated in the given scenario and share examples. Groups can then present their insights to the class.

Class Discussion (10 minutes): Lead a discussion based on the group presentations. Encourage Parents and/or resource provider(s) to share their thoughts on the importance of independence and how it contributes to personal development.

Reflection (10 minutes): Ask Parents and/or resource provider(s) to reflect individually on a recent experience where they exercised independence or faced a situation that required them to be independent. Have them write a short paragraph describing the situation and its impact.

Conclusion (5 minutes): Summarize the main points of the lesson. Emphasize the idea that independence is a valuable skill that contributes to personal empowerment and resilience.

Assessment: Evaluate Parents and/or resource provider(s) participation in group activity, the quality of their reflections, and their understanding of the key concepts of independence.

Homework: Assign a brief homework task where Parents and/or resource provider(s) identify one aspect of their lives where they can exercise more independence and reflect on the experience.

5B. Creativity-week 14

Lesson Title: Releasing Creativity

Objective: Parents and/or resource provider(s) will explore the concept of creativity, understand its importance in various aspects of life, and engage in activities that foster creative thinking.

Materials:

- 1. Whiteboard and markers
- 2. Chart paper and markers
- 3. Handouts with key points on creativity
- 4. Art supplies (paper, markers, colored pencils, etc.)

Introduction (10 minutes): Begin by asking Parents and/or resource provider(s) what the term "creativity" means to them. Write their responses on the whiteboard. Discuss situations where creativity is important, such as problem-solving, artistic expression, and innovation.

Key Concepts (20 minutes):

1. Definition of Creativity:

- Provide a clear definition of creativity, emphasizing the ability to generate novel ideas, solutions, and expressions.
- Discuss how creativity involves thinking outside the box and embracing originality.

1. Importance of Creativity:

- Explore the importance of creativity in various fields, including science, arts, business, and everyday life.
- Discuss how creativity enhances problem-solving skills, fosters innovation, and contributes to personal fulfillment.

Activity (15 minutes): Divide the class into small groups. Provide each group with a creative challenge (e.g., designing a new product, coming up with a unique solution to a common problem). Ask them to brainstorm and present their creative ideas. Encourage the use of visuals on chart paper.

Class Discussion (10 minutes): Lead a discussion based on the group presentations. Encourage Parents and/or resource provider(s) to share their thoughts on the role of creativity in addressing challenges and creating positive change.

Reflection (10 minutes): Ask Parents and/or resource provider(s) to reflect individually on a time when they felt particularly creative or when they witnessed someone else's creativity. Have them write a short paragraph describing the situation and its impact.

Creative Expression (15 minutes): Allow Parents and/or resource provider(s) to engage in a creative activity individually. Provide art supplies and encourage them to express their creativity through drawing, writing, or any other form of artistic expression.

Conclusion (5 minutes): Summarize the main points of the lesson. Emphasize the idea that everyone possesses creative abilities, and that fostering creativity is a lifelong process.

Assessment: Evaluate Parents and/or resource provider(s) participation in the group activity, the quality of their reflections, and their engagement in the creative expression activity.

Homework: Assign a brief homework task where Parents and/or resource provider(s) explore a new creative activity or challenge themselves to think creatively about a familiar topic.

<u>Parents/resource providers will receive a certificate of completion at the end of 12-week program. Yay!</u>

Note for further lesson plans:

(Create welcome binders for each parent(s)/resource provider(s)).	
Create a simple lesson plan on	

Create one-on-one checklist of needs to go through with each Parents and/or resource provider(s).

OPTIONAL LESSON

Lesson Plan: Parent Workshop - "The Power of Asking for Help"

Objective:

- Parents will understand the importance of modeling and encouraging the skill of asking for help in their children.
- Parents will learn effective strategies for fostering open communication about seeking assistance.
- Parents will explore ways to create a supportive environment that promotes a positive attitude toward asking for help.

Materials:

- Presentation slides or a whiteboard
- Handouts with tips and examples
- Flip chart or poster paper
- Markers
- Pen and paper for note-taking

Introduction (15 minutes):

- 1. Welcome parents and introduce the workshop's topic: "The Power of Asking for Help."
- Share the objective of the workshop: to explore the importance of asking for help and how parents can support their children in developing this valuable skill.
- 3. Discuss common challenges parents face when it comes to encouraging their children to ask for help. Allow parents to share their experiences and concerns.

Presentation (20 minutes): 4. Present information on the benefits of asking for help, both in childhood development and throughout life. Emphasize that seeking assistance is a sign of strength, not weakness.

1. Share strategies for creating an open and supportive environment at home. Highlight the role of positive reinforcement and active listening in fostering effective communication.

2. Provide examples of situations where children may need help and discuss appropriate ways parents can respond. Use real-life scenarios to make the content relatable.

Interactive Activity (15 minutes): 7. Break parents into small groups.

- 1. Assign each group a scenario related to a child asking for help, and ask them to discuss how they would respond. Encourage them to come up with positive and constructive ways to support their child.
- 2. Have each group share their responses with the whole workshop. Facilitate a discussion on the various approaches and strategies.

Open Forum (15 minutes): 10. Open the floor for questions and discussions. Allow parents to share their experiences and seek advice from each other.

1. Use a flip chart or poster paper to jot down key takeaways and tips discussed during the workshop.

Closing (10 minutes): 12. Summarize the main points of the workshop, emphasizing the importance of creating a supportive environment for children to feel comfortable asking for help.

- 1. Provide parents with handouts that include tips, examples, and additional resources for further reading.
- 2. Encourage parents to reflect on how they can implement what they've learned at home and express the positive impact it can have on their child's development.
- 3. Thank parents for their participation and engagement in the workshop.

References:

Glasser, W. (2003). For parents and teenagers: Dissolving the barrier between you and your teen. HarperCollins. ISBN 0-06-000799-0

Glasser, W. (1965). Reality therapy. Harper & Row. ISBN 0-06-090414-3

WRITER NOTES

For the Development of the Supernanny Delivery System

Contained in the following pages are the preliminary notes of the writers who were working with Dynamic Life. These are a collection of insights and information derived from numerous interviews and meetings. These serve as the initial framework for the "Supernanny" system, yet they remain at an embryonic stage. Further refinement and expansion are anticipated to ensure their maturity and completeness.

MEETING NOTES (Writer Notes)

This document serves as a guide for writers tasked with developing a comprehensive program aimed at supporting children at risk of self-harm or suicide. It outlines the program's structure, beginning with engagement and assessment, team formation, goal setting, support planning, implementation, transition strategy, and concluding with follow-up evaluations. The program emphasizes the importance of cultural competency, trauma-informed care, personalized care plans, evidence-based practices, alternatives to traditional emergency interventions, and detailed staff training and development. It also stresses the need for meticulous program documentation and tracking to ensure consistent and comprehensive care. The guidelines for writers highlight the critical role of creating materials that translate the program's strategies into actionable content for staff and families, aiming to provide effective and compassionate support to at-risk children and their families.

Information for Delivery System Writers: Program Development and Implementation Guidelines

Writing Focus: This is an outline for the essential components and strategies for a program aimed at supporting children at risk of self-harm or suicide. This serves as a guide for developing the documented delivery system so the writers can create comprehensive, evidence-based content and support materials.

Program Overview

1. Engagement and Assessment

The program begins with a critical first touchpoint: initial contact, referral, and a preliminary screening to assess the child's and family's needs. This stage includes suicide awareness and identifying risks of self-injurious behaviors, using evidence-based tools.

2. Team Formation and Introduction

Staff selection is pivotal, with an emphasis on individuals skilled in traumainformed care and cultural sensitivity. The introduction of the team to families involves explaining each member's role, ensuring clarity and comfort from the outset.

3. Goal Setting and In-depth Evaluation

 Engaging families to collaboratively set goals is followed by a comprehensive assessment. This process considers the child's trauma history and cultural background, tailoring the support plan to their specific needs.

4. Support Planning and Coordination

 Development of a Family Parenting Plan and a broader support strategy is based on initial assessments and goals. This includes planning for individual and group therapy sessions, with bi-weekly team meetings to discuss progress and any necessary adjustments.

5. Program Implementation

The finalized support plan is implemented, incorporating behavior tracking and continuous goal development. A cycle of weekly checks and formal reviews every 21 days ensures the plan remains responsive to the child's evolving needs.

6. Transition and Exit Strategy

 Recognizing when a child is ready to transition out of the program involves a final review and the creation of an effective exit plan. This includes considering ongoing support needs and ensuring a smooth transition.

7. Follow-Up and Evaluation

 After exiting the program, follow-up checks are conducted to assess the long-term success and sustainability of the interventions. This stage also explores the potential for re-engagement if necessary.

Guidelines for Writers

• Cultural Competency and Trauma-Informed Approach: Content must emphasize the importance of understanding and integrating cultural sensitivities and trauma-informed practices throughout the program.

- **Flexibility and Individualization**: Writers should highlight the program's adaptability to meet the unique needs of each child and family, underscoring the importance of personalized care.
- Evidence-Based Practices: The foundation of the program's strategies and interventions should be rooted in proven, research-based methodologies, ensuring the highest standards of care.
- **Emergency Intervention Alternatives**: Content should explore alternatives to traditional emergency interventions, advocating for approaches that minimize trauma and promote a supportive environment.
- **Staff Training and Development**: Guides and materials for staff training must include detailed sections on identifying and addressing self-harm and suicidal risks among children, emphasizing the need for ongoing education and sensitivity.
- **Program Documentation and Tracking**: Writers are tasked with creating clear, user-friendly documentation processes for behavior tracking, goal setting, and progress reviews, facilitating a consistent and comprehensive approach to care.

Conclusion

Delivery system writers play a crucial role in translating program goals and strategies into actionable, understandable content for staff and families. This guide aims to provide a foundation for creating materials that support the program's mission to offer compassionate, effective support to at-risk children and their families.

SN NARATIVE (Writer Notes)

This document explains the development and implementation of the Super Nanny Program by Dynamic Life in partnership with Oregon State, designed to support children at risk of needing temporary lodging due to behavioral issues and their guardians. It outlines the initiative's transition from reducing the state's financial burden through Temporary Lodging Prevention to addressing the root causes of behavioral problems in children and the underlying issues faced by their parents. The program emphasizes personalized, evidence-based interventions that include fun activities for children while providing parents with tailored coaching sessions to enhance their caregiving skills, emotional stability, and home environment. Through a bespoke approach that differs significantly from the more generalized services offered by government agencies like DHS, Dynamic Life aims to foster stronger, more resilient family dynamics, thereby reducing the need for temporary housing and improving the lives of children and their guardians.

Super Nanny Introduction

While there is no price too high when it comes to helping a child in need, Oregon State has found itself in a tough spot between the financial burden of keeping kids from slipping from through the cracks and criticism based on the public perception of the costs involved. Dynamic Life began our partnership with the State and its counties to help reduce the cost of children in need of temporary lodging (both by minimizing damage or ancillary costs incurred and by shortening the overall duration of the time needed to be in a hotel), but soon branched out into what we call Temporary Lodging Prevention, where we work with the children to adjust their behavior, attitude and outlook to altogether avoid needing to place them in Temporary Housing. These services have been phenomenally successful, both in terms of saving the State money in both the short and long term, and by providing attention, love, care and resources for the children, substantively improving their lives. However, these services are necessarily child focused. What Dynamic Life has learned in our time helping foster children become better kids for their guardians, is that there remains a dire need for assistance for the other half of the relationship: the parent.

When a child needs Temporary Lodging, it may be because they have behavioral issues that need to be addressed. Dynamic Life can help with that, both in dealing with the child while temporarily housed elsewhere or by mentoring the child so that strategy never becomes necessary. But there are also many situations where a child's need for Temporary Lodging may stem from the guardian providing care. Parents are people too, were kids once too, and have their own trauma and may not be yet well equipped to care for a child at all, let alone one exhibiting behavioral problems or that needs special attention and consideration. This isn't the parents' fault! Our society often doesn't educate or prepare us in these ways. Most of the time, love of the child is not the issue; rather the tools and coping mechanisms may be lacking. Parents may have difficulty processing their own trauma and trigger responses to stress and stimuli while dealing with a child that is more of a handful than they may have assumed. While we can help the child while in our care, Dynamic Life has also in small ways attacked the presented difficulties by working with the parent as well and has developed this program to more thoroughly codify and structure parental support.

The Super Nanny Program (name change needed and forthcoming) is a strategy designed after spending countless hours working with the children in need of Temporary Lodging and the prevention of that need, as well the interaction with parents during those encounters. The Super Nanny program comes from the notion that in addition to treating downstream symptoms, we must diagnose and tackle problems much farther upstream. By allocating resources and staff to parents as well as children, we will be better able to synthesize problems and conflicts between the two, manage expectations and requirements, and help create an environment where we can prevent such measures as Temporary Lodging from being needed. This involves staff taking the child out for a fun activity while coaches work directly with the parent, without judgment or reproach, to create a bespoke plan to help them with their hyper individual needs and limitations.

Why Super Nanny

Dynamic Life is doing something no one else has tried, and something the State cannot. DHS and other government agencies and programs have to be metrics-driven, and rightly so; but it means households have to go *through* their services. Dynamic Life, by contrast, can wrap itself *around* a household, and provide an extremely tailored and customized experience that will be effective for that child and parent because it would *only* be effective for that child and parent.

For example, when it comes to TL and TLP farther downstream than Super Nanny, we have a very unique capability. Many of the children we work with have substantial developmental and behavioral problems, and thus have created problems in their history. Once a child has a reputation for being difficult, it becomes hard to place them in a new home, meaning they are lost in the system and forced to rely on temporary housing. DHS is trained to find children placements, but they don't have intense training with (and are sometimes prevented from using) de-escalation and diffusion tools. So often times with a child is in temporary lodging, DHS workers supervising are only able to placate and pacify the kid and hope for the best. This is to be expected: DHS is a huge organization dealing with so many important issues from so many vectors that they are naturally limited despite the amazing work they do. What Dynamic Life is able to do, in contrast, is much more involved and out of the box. While caring for a child we aim not just to make sure they are where they should be and appropriately sheltered; our goal is to provide them stability, structure, and at least the beginning of an understanding that they are safe. Every single child in this situation is fundamentally different, meaning there is nothing approaching the one-size-fits all approach that DHS is forced to do at scale. Our involvement is bespoke and requires out of the box thinking. We use kindness, love, support and reinforcement to help shift a child's perspective and paradigm. We create a lesson plan with patience and consistency to reinforce what a child may be deficient in. This can range from a child not cleaning themselves or thinking rules don't apply to them, to deep seeded fear or anger or a history of tantrums achieving desired results. Our goal is to show a child that no exhibited behavior will make us like them any less; positive reinforcement and structure often quickly modifies a child's attitude.

We will do whatever it takes to enable a child's success. A lot of it is providing structure and rhythm, expectations and consequences (that are not punishments but natural extensions of the child's actions). But every child responds differently; maybe one needs sports metaphors or another needs video game or card game analogies. Our staff is skilled and experienced at determining what language and practices are needed for each specific mind and journey. What we have learned is that our end goals need to be standardized but our journey to reach them need to be specifically tailored to each kid. What Super Nanny aims to do is take that collective wisdom and experience, those collective strategies and lessons learned, and to distill it all into a foster parent. To that end, we have the capacity and capability to provide a fun activity or experience for a child on a session-to-session basis in order to free the parent so that a Dynamic Life Family Systems Behavioral Coach can have structured one-on-one time with parent. This could be as varied and tailored as our approach to the child. Maybe the parent needs help maintaining their home, or figuring out their emotional state; maybe the parent needs coaching in how to provide structure to their ward, or to properly express love and affection and positive reinforcement. It is hard to quantify what a parent may need in these regards because of how different we are as people, but the Super Nanny program will figure out what each parent needs to maximize success to that the relationship is the best and strongest it can be. That way despite hardships and problems that inevitably arise in relationships and life, the parent child dynamic can withstand them, and they won't

find themselves in need of temporary lodging, because they will have the tools at home to maintain an environment that is beneficial and worthwhile for everyone involved.

SN OUTLINE (Writer Notes)

This document outlines a proposed writing structure for a book detailing the Supernanny Delivery System, beginning with an introduction to the program, its goals, unique benefits, and the concept of Supernanny, including operational mechanisms and key stakeholders. It further delves into the Supernanny spectrum, detailing the roles and responsibilities of staff members, the process of parental engagement, and the curriculum for parents and children. The composition and development of staff, highlighting training requirements, core competencies, and unique job aspects, are also covered. Additionally, the document outlines program efficacy and oversight, including quality assurance measures, compliance with healthcare regulations, safety reporting, and evaluation metrics. Finally, it provides insights into the evolution and vision of Dynamic Life, discussing its history, future prospects, and strategic goals for the program.

The Writers Proposed Writing Outline

Beginning the SN Delivery System Book

1. Program Introduction

- Overview of the Program: Briefly describe the purpose, goals, and target audience of the Supernanny program.
- Why Choose Our Program: Highlight the unique benefits, success stories, and what sets the program apart from alternatives.

2. Understanding Supernanny

- Concept of Supernanny: Define the Supernanny concept, including its origins and core
 principles.
- Operational Mechanism: Explain how the program operates daily, including interaction between staff, children, and parents.
- **Key Stakeholders:** Describe the roles and responsibilities of children, parents, Dynamic Life (DL), and local authorities within the program.

3. Supernanny Spectrum

- Overview of the TL/TLP/Supernanny Spectrum: Detail the progression or levels within the Supernanny program.
- Staff Hierarchy and Roles:
 - Specialized Parent Support Supernanny: Outline the qualifications, duties, and impact of this role.
 - Specialized Youth Support Supernanny: Specify the expertise required and how they assist children.
 - Supernanny Team Member: Describe the general responsibilities of team members.
 - Coaching Roles and Responsibilities: Explain the coaching model, including methods and objectives.
 - Support Assurance Specialist: Define the role and how it contributes to program integrity and quality.

4. Parental Engagement

- Onboarding Process for Parents: Describe the initial steps, information sessions, and support provided to integrate parents.
- Parental Curriculum: Outline the educational components, workshops, and expected outcomes for parents.
- Engaging Children in the Process: Discuss how children are involved in their development plans and program activities.

5. Staff Composition and Development

- Characteristics of DL Staff: Identify the key attributes, skills, and values sought in program staff.
- Overview of Training Requirements: Summarize the training process for new hires, including mandatory courses and certifications.
- Core Competency Development: Detail the ongoing training in core competencies for staff.
- Unique Aspects of the Job: Highlight the challenges specific to working in the Supernanny program, such as safety protocols and managing aggression.

- On-the-Job Training: Describe the hands-on learning experiences and mentoring provided to staff.
- Continuous Development and Adaptability: Explain the opportunities for professional growth and the expectation for staff to adapt to evolving practices.

6. Program Efficacy and Oversight

- Quality Assurance Measures: Outline the procedures and standards in place to ensure program quality.
- Compliance with HIPAA: Describe how the program maintains confidentiality and complies with healthcare regulations.
- Safety Reporting and Advocacy Procedures: Detail the mechanisms for reporting safety concerns and advocating for participants' welfare.
- o **Identifying Potential Challenges:** Discuss common obstacles faced by the program and strategies for addressing them.
- Success Metrics and Evaluation: Explain how success is measured, including specific indicators and assessment tools.
- Exit Assessments and Follow-Up Support: Describe the process for concluding participation in the program and the post-exit support provided.

7. Additional Insights

- The Evolution and Vision of Dynamic Life: Provide a brief history of Dynamic Life, including key milestones and future objectives.
- The Future Prospects of Dynamic Life: Discuss anticipated developments, new initiatives, and strategic goals for expanding or enhancing the program.

SN Q&A (Writer Notes)

This document explains the operational framework and philosophy behind the Super Nanny Team Program, a holistic initiative aimed at supporting children and their families in collaboration with the Oregon Department of Human Services. It begins by detailing the program's approach to engaging families through initial contact, emphasizing listening and understanding to establish shared goals. The document highlights the critical role of professional coaches in guiding families through techniques focused on mindfulness, emotional regulation, and trauma-informed care, aimed at altering negative thought patterns and promoting positive behaviors. It outlines the program's phases from initial assessment and goal setting to implementation, including meticulous planning, behavior tracking, and continuous feedback loops. The emphasis is on collaborative decision-making, with the family's voice being integral throughout the process. The program also prioritizes cultural competence, respect, and individual choice, ensuring tailored care that respects the diversity of needs. Finally, it describes the transition and exit planning phase, underscoring the program's commitment to ongoing support and celebrating the family's progress and resilience.

Question #2: Staff Characteristics

At the heart of our success is our team of dedicated professionals. These individuals are not just highly trained and skilled but are adept at working with children exhibiting extreme behaviors. Their training extends beyond technical know-how; they are compassionate caregivers who ensure the emotional and psychological needs of the children are met. The commitment of our staff to promoting growth, learning, and development is evident in their approach, creating an environment where children can thrive and reach their potential. Foundational principles of empathy, respect, and understanding ensure that each child receives individualized care tailored to their unique needs. This collaborative approach extends to working with families, caregivers, and other professionals, ensuring comprehensive support. Our staff also promotes individual choice and decision-making, understanding its benefits, such as increased selfesteem and motivation. Cultural competence is deeply ingrained in their training, ensuring effective and respectful services to individuals from diverse backgrounds. They demonstrate respect and courteous behaviors, using people-first language and emphasizing abilities over limitations. Furthermore, they encourage individuals to make choices in daily activities, promote involvement in household and community duties, and support activities that contribute to the community. This holistic approach underscores our commitment to providing care and ensuring the holistic development and well-being of the children and families we serve.

Question #1: How does it work?

Our Super Nanny Team Program is a transformative initiative designed to support children and their families holistically. Born from collaborating with the Oregon Department of Human Services, the program has grown from its initial focus on individual children to encompassing the broader family unit.

The journey begins with an initial contact, where the team listens to the family's concerns, fears, and expectations. This step ensures a shared understanding of the program's goals and the family's perception of the support they'll receive. As the program unfolds, the family is introduced to a dedicated team of professionals.

These coaches, closely interacting with the team, play a crucial role in the program. They emphasize understanding and changing negative thought patterns, committing to actions aligned with one's values, and activating positive behaviors. They guide families using techniques that promote mindfulness, stress reduction, emotional regulation, and effective parenting models. These models focus on consistent communication, setting boundaries, positive reinforcement, and understanding the unique needs of each child. Furthermore, the coaches prioritize teaching children the importance of being present in the moment. An essential component of their approach is trauma-informed care, ensuring that all interactions and interventions are sensitive to the past traumas a child or family may have experienced.

This introduction is not just about names and roles; it's about building trust. The family learns that the team is there to work alongside them, not dictate changes.

As the engagement deepens, the team values the family's perspective, ensuring their voice is integral during the in-depth assessment phase. This collaborative spirit extends to goal setting, where the objectives are what the team thinks is best and what the team and family collectively envision.

With goals set, the program moves into a phase of meticulous planning punctuated by biweekly team meetings. Here, open dialogue is encouraged, and every team member, including the family, has a platform to voice their observations, questions, and suggestions. The development and understanding of the Family Parenting Plan characterize this phase.

The real magic happens during the implementation phase. Behavior is tracked, goals are developed, and there's a continuous cycle of weekly checks and reviews. Feedback is not just welcomed; it's actively sought. The family is reassured and supported, especially when challenges arise, or progress seems slow.

As the program nears its conclusion, there's a focus on transition and exit planning. The team discusses the family's hopes for their child's future, ensuring the exit plan aligns with this vision. But the end of the program isn't the end of the journey. The team emphasizes that support continues even post-exit.

Finally, as the transition completes, the program celebrates the successes and milestones. The family's hard work, resilience, and commitment are acknowledged and praised.

Throughout every step of the program, there's a consistent emphasis on empathy, open dialogue, and collaborative decision-making. The foundation is built on principles of deep empathy, non-judgmental understanding, and active listening, ensuring mutual respect, trust, and an effective partnership, always prioritizing the child's best interest. This unique blend of expert guidance, coaching, and validation of the family's experiences and insights makes the program a beacon of hope and transformation for many families.

SN SSP DESCRIPTION (Writer Notes)

This document explains the operational framework and philosophy behind the Super Nanny Team Program, a holistic initiative aimed at supporting children and their families in collaboration with the Oregon Department of Human Services. It begins by detailing the program's approach to engaging families through initial contact, emphasizing listening and understanding to establish shared goals. The document highlights the critical role of professional coaches in guiding families through techniques focused on mindfulness, emotional regulation, and trauma-informed care, aimed at altering negative thought patterns and promoting positive behaviors. It outlines the program's phases from initial assessment and goal setting to implementation, including meticulous planning, behavior tracking, and continuous feedback loops. The emphasis is on collaborative decision-making, with the family's voice being integral throughout the process. The program also prioritizes cultural competence, respect, and individual choice, ensuring tailored care that respects the diversity of needs. Finally, it describes the transition and exit planning phase, underscoring the program's commitment to ongoing support and celebrating the family's progress and resilience.

Super Nanny Specialized Support Person Descriptions

<u>Super Nanny Specialized Parent Support Person Description</u>

A Super Nanny Specialized Parent Support Person is a dedicated professional who provides individualized care and assistance to parents of youth with extreme behaviors who are unable to stay in foster placements, residential placements, or with their biological parents or family to revolutionize family dynamics for life-long success. They possess specialized skills and training in working with children who have complex needs, including behavioral challenges.

The Responsibilities of a Super Nanny Specialized Parent Support Person include (SNSPSP):

A SNSPSP's responsibility is to model and implement Dynamic Life's overall mission and values as developed, primarily, by the Super Nanny Coach. With the guidance of the SNC, a SNSPSP guides parents through an individualized plan to broaden self-awareness and provide tools for lifelong success in the following ways:

- 1. Direct Support: Providing one-on-one emotional support, guidance, and encouragement to help parents manage their behaviors, emotions, and daily activities.
- 2. Behavior Management: Implementing behavior management techniques and strategies to help parents address the challenging behaviors of youth under their care. This may involve developing behavior modification plans, teaching coping skills, and utilizing therapeutic interventions.
- 3. Skill Development: Assisting parents in the development of essential life skills, such as communication, problem-solving, self-regulation, and social interactions. Providing hands-on guidance and support to promote personal growth.
- 4. Collaboration and Coordination: Collaborating with other professionals, including therapists, social workers, educators, and healthcare providers, to ensure a holistic and coordinated approach to assisting parents. Sharing information, attending team meetings, and participating in case relevant meetings.
- 5. Documentation and Reporting: Maintaining accurate and detailed records of the parent's progress, behavior incidents, interventions implemented, and any significant changes observed. Providing regular reports and updates to supervisors and relevant stakeholders.
- 6. Advocacy: Advocating for the parent's needs, rights, and best interests within the child welfare system. Liaising with the Department of Human Services, court-

appointed representatives, and other agencies involved in the child's care to ensure appropriate services and support are provided.

Direct Benert: Cuper Nanny Brogram Manager

<u>Super Nanny Specialized Youth Support Person Description</u>

A Super Nanny Specialized Youth Support Person is a dedicated professional who provides individualized care and assistance to youth with extreme behaviors who are unable to stay in foster placements, residential placements, or with their biological youth or family to revolutionize family dynamics for life-long success. They possess specialized skills and training in working with youth who have complex needs, including behavioral challenges.

The Responsibilities of a Super Nanny Specialized Youth Support Person include (SNSPSP):

A SNSYSP's responsibility is to model and implement Dynamic Life's overall mission and values as developed, primarily, by the Super Nanny Coach. With the guidance of the SNC, a SNSYSP guides youth through an individualized plan to broaden self-awareness and provide tools for lifelong success in the following ways:

- 1. Direct Support: Providing one-on-one emotional support, guidance, and encouragement to help youth manage their behaviors, emotions, and daily activities.
- 2. Behavior Management: Implementing behavior management techniques and strategies to help youth address the behaviors hindering their success. This involves developing behavior modification plans, teaching coping skills, and utilizing therapeutic interventions.
- 3. Skill Development: Assisting youth in the development of essential life skills, such as communication, problem-solving, self-regulation, and social interactions. Providing hands-on guidance and support to promote personal growth.
- 4. Collaboration and Coordination: Collaborating with other professionals, including therapists, social workers, educators, and healthcare providers, to ensure a holistic and coordinated approach to assisting youth. Sharing information, attending team meetings, and participating in case relevant meetings.
- 5. Documentation and Reporting: Maintaining accurate and detailed records of a youth's progress, behavior incidents, interventions implemented, and any significant

changes observed. Providing regular reports and updates to supervisors and relevant stakeholders.

6. Advocacy: Advocating for a youth's needs, rights, and best interests within the ODHS CW system. Liaising with the Department of Human Services, court-appointed representatives, and other agencies involved in the youth's care to ensure appropriate services and support are provided.

Direct Report: Super Nanny Program Manager

SN SUPPORT PROGRAM EXPLAINED (Writer Notes)

This document explains the Super Nanny Specialized Support Program by Dynamic Life, aimed at providing individualized, preventative care and assistance to children with extreme behaviors to revolutionize family dynamics for lifelong success. It emphasizes the philosophy of nurturing the environment around the child rather than attempting to "fix" the child directly, employing a team of highly skilled staff to empower both the child and their parents. The program is designed to help children achieve personal success, defined uniquely for each individual, through direct support, behavior management, skill development, collaboration with professionals, documentation, reporting, and advocacy. Super Nanny Specialized Support Workers play a critical role in this process, using their expertise in child development and behavior management to create a positive impact on the children and families they work with, embodying Dynamic Life's commitment to innovative, compassionate care.

Super Nanny Specialized Support Program

What is the Super Nanny Specialized Support Program?

The Super Nanny Specialized Support program is dedicated to providing individualized preventative care and assistance to children with extreme behaviors to positively impact and empower their environment, while giving tools to both the child and parents to revolutionize family dynamics for life-long success.

When a flower is not blooming, you do not fix the flower, you fix the environment. That is our belief at Dynamic Life and our philosophy in implementing the Super Nanny Specialized Support program. At Dynamic Life, we are always reaching for the moments marked by the realization that someone really cares, as we unlock life success for one child at a time. Super Nanny success is taking accountability, ownership and implementing our program to the best of our abilities for every child and finding a solution. The Super Nanny staff communicate through listening and observation and find that each child is measured according to each unique situation.

We at Dynamic Life and in the Super Nanny Specialized Program are bridge builders and take heart in knowing that we all get better together, and are humble, hungry, and smart about finding solutions and understanding how the child and parents' tick. We are innovative and fluid and constantly searching for better ways to make this happen.

Having and hiring the highest quality staff for the Super Nanny Specialized Program is step number one in implementing our philosophy and ethos. We believe without proper management, training, and dedicated personal, we could not achieve the high quality of care for each child that we pride ourselves in. Our staff is who Dynamic Life is and what makes Super Nanny and all our other programs special.

How the Super Nanny Specialized Support Staff Operate:

The Super Nanny professional staff possess specialized skills and training in working with children and parents who have complex needs, including behavioral challenges. We at Dynamic Life believe that success is individualized to each situation. And sometimes that requires coaching because the child does not know yet what success individually means to them. It is important to ask the child what they think success is. For example, where do you want to be? What do you want to do? What excites you? What inspires you?

For one child, success could be simply attending school, for another, staying safe and building trust, and for yet another it could mean being provided with the inspiration and tools to help them move toward their goals and dreams. No matter the individualized situation, the Super Nanny staff have the experience, empathy, and tools to help the child learn, grow, and thrive.

The Super Nanny program tries to get the child and parents to think in broader terms through small "wins" and success steps. It is up to our staff to guide them to those successful steps and to broaden their self-awareness and give them the tools to take even bigger steps down the road. We at Dynamic Life take pride in being different than other programs while looking outside the box, being nimble and willing to take any situation on, while searching for the right solution for the child and their family.

The responsibilities of a Super Nanny Specialized Support Worker include:

- 1. Direct Support: Providing one-on-one support to the child and/or parent in a variety of settings, such as the child's residence, school, or community. Offering emotional support, guidance, and encouragement to help the child manage their behaviors, emotions, and daily activities. Family Focus: Integration, reunification, and prevention.
- Behavior Management: Implementing behavior management techniques and strategies
 to address challenging behaviors and promote positive alternatives. This may involve
 developing behavior modification plans, teaching coping skills, and utilizing therapeutic
 interventions.
- 3. Skill Development: Assisting the child in developing essential life skills, such as communication, problem-solving, self-regulation, and social interactions. Providing hands-on guidance and support to promote independence and personal growth.
- 4. Collaboration and Coordination: Collaborating with other professionals, including therapists, social workers, educators, and healthcare providers, to ensure a holistic and coordinated approach to the child's care. Sharing information, attending team meetings, and participating in case conferences.
- Documentation and Reporting: Maintaining accurate and detailed records of the child's progress, behavior incidents, interventions implemented, and any significant changes observed. Providing regular reports and updates to supervisors and relevant stakeholders.
- 6. Advocacy: Advocating for the child's needs, rights, and best interests within the child welfare system. Liaising with the Department of Human Services, court-appointed representatives, and other agencies involved in the child's care to ensure appropriate services and support are provided.
- 7. A Specialized Support Worker needs to have excellent interpersonal and communication skills, as they often work closely with children and parents who may have experienced trauma or have difficulty expressing themselves. They should also be patient, compassionate, and resilient, as the role can be emotionally demanding. Furthermore,

they should have a deep understanding of child development, behavior management strategies, and relevant regulations and protocols in child welfare. A Super Nanny Support Worker empowers the environment, the child, and the parents!

*Super Nanny Specialized Support Worker

Super Nanny Specialized Support Worker are dedicated professional who provides individualized care and assistance to children with extreme behaviors who are unable to stay in foster placements, residential placements, or with their biological parents or family. They possess specialized skills and training in working with children who have complex needs, including behavioral challenges.

(ROUGH) DELIVERY SYSTEM DOCUMENT (Writer Notes)

The following document explains the Super Nanny Specialized Support Program by Dynamic Life, designed to provide holistic, preventative care and assistance for children with extreme behaviors and their families in Oregon. It outlines the program's inception due to the state's financial and social challenges with temporary lodging for these children, emphasizing the shift towards preventive measures to adjust children's behavior and attitudes and the importance of supporting parents as part of the solution. The program leverages a tailored approach, focusing on individualized success paths, employing highly skilled staff, and fostering an environment where children and parents are empowered to revolutionize their family dynamics for long-term success. It details staff roles, implementation strategies, potential roadblocks, quality control measures, and Dynamic Life's broader mission and philosophy, underlining its commitment to transforming lives through dedicated, compassionate support for each unique situation.

Intro

While there is no price too high when it comes to helping a child in need, Oregon State has found itself in a tough spot—squeezed between the financial burden of ensuring no children slip through the cracks and criticism based on public perception of the necessary costs and measures involved in doing so. Dynamic Life began a partnership with the State and its counties to help them reduce the costs of youth in Temporary Lodging. Our efforts both minimized damage or ancillary costs incurred and shortened the overall duration of children's time spent in hotels. We then branched out into what we call Temporary Lodging Prevention, where we work with children to adjust their behavior, attitude, and outlook to avoid the necessity for Temporary Lodging altogether.

These services have been phenomenally successful, both in saving the State money in the short and long term, and by providing attention, love, care, and resources for children, substantively improving their lives on multiple levels. However, these services have been necessarily child focused. The issue remains that there are children without reliable accommodations, sometimes through no fault of their own. This means we need to work on the preventative side, ensuring children are provided with healthy environments where they can both stabilize and thrive. What Dynamic Life has learned in our time helping foster children adjust to their environments and improve their relationships with their guardians is that there remains a dire need for assistance for the other half of that relationship: the parent.

When a child needs Temporary Lodging, it may be because they have behavioral issues that need to be addressed, and Dynamic Life can help with that: both in assisting the child while they're temporarily housed outside the home or by mentoring them so that measure never becomes necessary. But there are also many situations where a child's need for Temporary Lodging may stem from the guardian providing care.

The Super Nanny Program is a strategy to support parents in addition to their children, designed after countless hours working with children in need of Temporary Lodging and our interactions with parents during those encounters. It comes from the idea that in addition to treating downstream symptoms, we must diagnose and tackle problems much farther upstream. Parents are people too, were kids once too, have their own trauma, and may not yet be well equipped to care for a child at all—let alone one exhibiting behavioral problems or who needs special attention and consideration. By allocating resources and staff to parents as well as children, we will be better able to resolve problems and conflicts between the two, manage expectations and requirements, and help create environments where we can prevent such measures as Temporary Lodging from ever being needed in the first place.

Why Us

Dynamic Life is already doing something no one else has tried, and something that goes beyond the State's standard capabilities. DHS is such a huge organization, dealing with a multitude of important issues from so many vectors, that they are naturally limited, despite the amazing work they do. What Dynamic Life is able to do, in contrast, is much more comprehensive and out of the box. With DHS and other government agencies and programs, households have to go through their services. Dynamic Life, by contrast, can wrap itself around a household, and provide an extremely tailored and customized experience that will be highly effective for that child and parent because it would only be the right program for that child and parent. It is drawn specifically around their needs. We invest our resources in catering to the individual.

Every single child is fundamentally different, meaning we must go beyond the one-size-fits all approach that DHS is forced to do at scale. While caring for a child, we not only ensure they are appropriately sheltered and where they should be, but our goal is to provide them with stability, structure, and at least the beginning of an understanding that they are safe and that someone cares about them and their future. Much of this is providing structure and rhythm and introducing the concepts of expectations and natural consequences, but every child responds differently. One might need sports metaphors and another responds to video games or card game analogies. We also create lesson plans with patience and consistency to reinforce whatever a child may be deficient in. This can range from them not cleaning themselves or thinking rules don't apply to them to a history of tantrums for achieving desired results. Our goal is to always show a child that no exhibited behavior will make us like them any less, but to guide them into new behaviors by showing them the benefits. Our staff is skilled and experienced at determining what language and practices are needed for each specific mind and journey, and we use kindness, love, support, and positive reinforcement to help shift each child's perspective and paradigm. At the end of the day, we will do whatever it takes to enable a child's success.

What we have learned is that our end goals need to be standardized but our journey to reach them must be specifically tailored to each child, and now, each family. What Super Nanny aims to do is take that collective wisdom and experience, those strategies and lessons learned from our time working with kids, and distill that experience into the child's guardian while simultaneously and separately engaging with the child. The resulting program for each parent could be as varied and tailored as our approach to the child. We're taking our years of practice and coming alongside parents to guide them through whatever challenges they're facing and helping them create the most ideal environment that works for both them and their child.

Key Players: Who is Involved?

NOT DONE

What Is Supernanny?

Dynamic Life's Super Nanny Team Program is a transformative initiative designed to support children and their families holistically. Born from our collaborations with the Oregon Department of Human Services, the program has grown from its initial focus on individual children to encompassing the broader family unit.

A child's ability to thrive and develop into a successful, competent adult is heavily influenced by their surrounding environment and support system growing up. When a flower isn't blooming, you don't fix the flower, you fix the environment. That is our belief at Dynamic Life and our philosophy in implementing the Super Nanny program. We offer the opportunity for a team to step in and help families improve their environments and adjust their behaviors to support the stabilization and growth of the children in their care.

In the last several years, Dynamic Life has been able to come alongside kids who have been considered beyond help and turn them onto new paths by instilling positive behaviors. Our current program to shorten temporary lodging time is reactive, a responsive measure for children who have already been pulled from their foster homes because they were struggling to function within them. The Supernanny program offers a proactive approach to prevent kids from needing to leave their accommodations in the first place by giving parents the tools to stabilize and provide for their child within the comfort of their own home. This involves staff taking the child out for a fun activity while coaches work directly with the parent, without judgment or reproach, to create a bespoke plan to help them with their hyper individual needs and limitations.

Many parents, for a variety of reasons, are not equipped with the appropriate skill sets to provide for their children, especially children who have experienced trauma or have a disability. Supernanny seeks to help parents develop an environmental structure that their child can stabilize in and then continue to grow within. Our family coaches work directly with the parents, seeking to understand their culture, background, who they are, their current skill set, and what they're capable of, so we can help *them* specifically. It is never a "one size fits all" venture.

The Supernanny team also works to encourage the relationship between guardian and child, so rules can be established within a frame of trust and understanding. Dynamic Life always seeks to emphasize relationships over rules. The goal within the program is to develop a bond of joy between the parent and child, not just a bond of obedience.

In the end, not only is Dynamic Life coaching the parent into a better relationship with the child; we are also improving the relationship they have with themselves. We believe that they are capable and deserving of a better life as well. We guide them on a journey of acquiring

functional and emotional skills, but also give them the opportunity to heal their own past and any residual trauma that may be affecting their ability to parent. Not only do they become a better parent to the physical child they care for, but also to the inner child within.

Key Features of the Super Nanny Team Program:

Direct Support and Skill Building: Teams offer one-on-one emotional support, guidance, and encouragement to parents, empowering them to manage their own behaviors, emotions, and daily activities. They create a safe and non-judgmental environment in which parents can learn and practice new parenting skills and work collaboratively with them to shore up deficiencies in their parenting skills, providing targeted interventions to address specific challenges.

Behavior Management and Modeling: Teams utilize specialized skills and training in behavior management techniques to help parents address the challenging behaviors exhibited by their children. Through modeling and coaching, they demonstrate effective parenting techniques and strategies that parents can implement in their daily life (Modeling Effective Parenting Techniques, n.d.). Parents are encouraged to consistently model these skills to create a positive and nurturing environment for their child.

Collaboration and Coordination: All group members collaborate effectively with other professionals, including therapists, social workers, educators, and healthcare providers. By working together as a team, they ensure comprehensive support and services are provided to address the needs of the parent and child. Sharing information, attending team meetings, and actively participating in case conferences help provide a holistic and coordinated approach.

Documentation and Reporting: Members maintain accurate and detailed records of parents' progress, behavioral incidents, interventions implemented, and any significant changes observed. They provide regular reports to supervisors and relevant stakeholders, ensuring effective communication and evidence-based decision-making.

Dynamic Life Program Spectrum Overview

TRIAGE: TEMPORARY LODGING (TL).

Temporary Lodging services provide a safe, structured, and supportive environment for individuals in need of temporary housing due to extreme behaviors demonstrated in foster care placement.

TRIAGE: TEMPORARY LODGING PREVENTION (TLP).

Temporary Lodging Prevention takes place within the foster care residence to provide a safe, structured, and supportive environment to stabilize youth in their current placement and prevent escalation to Temporary Lodging.

SUPER NANNY: SPECIALIZED PARENT AND YOUTH SUPPORT.

Parent and Youth Support.

Our teams guide parents and youth through individualized plans that focus on the child's strengths, coping skills, and self-esteem in order to ensure lifelong success. Teams offer one-on-one emotional support, guidance, and encouragement, empowering both parents and youth to manage their own behaviors, emotions, and daily activities.

How Does Supernanny Fit With Our Other Programs?

Supernanny works hand in hand with our current efforts toward preventing DHS from feeling the need to resort to temporary lodging by adding an extra layer of proactive support for struggling providers.

SHOULD WE GIVE TEMP LODGING ONE SENTENCE INTRO?

When a child is failing to adapt within what is deemed a functional and stable environment, but that home is still available to them, they are placed in Temporary Lodging Prevention. The team then assists the provider with minimal adjustments and training and ensures health and safety are maintained, but the primary focus remains on the child and finding ways to modify behaviors and implement viable structure for them within that standing environment. That way, the child can stabilize and learn to express their needs and respond to stimuli appropriately without the need to remove them from their current home, which can create a tidal wave of new issues as they readjust again.

While the TL Prevention Program operates within an already functional environment where the child is struggling to adapt, Supernanny assists the parent in establishing a functional environment where there isn't one. With Supernanny, we work closely with the provider, equipping them to transform and stabilize the environment and improve upon their own parenting skills so the child can successfully adjust within their home. As we support the parent, we continue using our TL prevention techniques in a program complementary to that of the parents to prepare the child and their relationship for success as well. This combination significantly increases the chances of the child's successful permanence within a familiar and loving environment.

In the case that the provider refuses to work with Dynamic Life, team members continue to work with the child in TL Prevention to provide them adaptive skills for success.

Why Is Supernanny Necessary?

Our society often doesn't educate or prepare adults to effectively parent and maintain a household, or to do so with a child who has developmental or behavioral issues. Most of the time, love of the child is not the issue; rather, the tools and coping mechanisms may be lacking. Parents may have difficulty processing their own trauma and trigger responses to stress and stimuli while dealing with a child that is more of a handful than they may have assumed.

While we can help the child when they're in our care, Dynamic Life has also, in small ways, attacked these presented difficulties by working with the parent as well and has now developed this program to more thoroughly codify and structure parental support.

Many of the children we work with have substantial developmental and behavioral problems, and thus have created problems in their history. Once a child has a reputation for being difficult, it becomes hard to place them in a new home, meaning they end up lost in the system and forced to rely on temporary housing.

Moving children from one place to another can wreak havoc on their sense of stability and their self-worth. With a successful Supernanny program, we can ensure more children are able to stay within not only their own home, but an environment built with parameters angled for their success. All this alongside a parent who now has the tools to properly care for them, both physically and emotionally, and help them becoming functioning members of society.

How Does It Work?

The journey with Super Nanny begins with an initial contact, where the team listens to the family's concerns, fears, and expectations. This step ensures a shared understanding of the program's goals and the family's perception of the support they'll receive. As the program unfolds, the family is introduced to a dedicated team of professionals.

This introduction is not just about names and roles; it's about building trust. The family learns that this team, including the coaches, is there to work alongside them, not dictate changes.

Dynamic Life's Family and Behavioral Coaches meet with the guardian or guardians while the child is otherwise engaged by our support team, who come in and work closely with the child under the guidance of the behavioral coaches, to prepare them to flourish within the new parameters and expectations. This also gives us the opportunity to work with the parent while ensuring their authority isn't undermined if the child sees them receiving help. We do everything possible to create a healthy dynamic of authority based on respect.

These family coaches, closely interacting with the Super Nannies, play a crucial role in the program. They emphasize understanding and changing negative thought patterns, committing to actions aligned with one's values, and activating positive behaviors. They guide families using techniques that promote mindfulness, stress reduction, emotional regulation, and effective parenting models. These models focus on consistent communication, setting boundaries, positive reinforcement, and understanding the unique needs of each child. Furthermore, the coaches prioritize teaching children the importance of being present in the moment. An essential component of their approach is trauma-informed care, ensuring that all interactions and interventions are sensitive to the past traumas a child or family may have experienced.

The family coach goes through an in-depth assessment phase with the family, partially to find out where they're currently at, but also to discover what they want and what they would like to see happen in their relationship with their child. To effectively do this, the coaches speak with them about their past and how they were raised, get to know them and what led to their current situation. We want to understand their behaviors, how they may have been conditioned to respond to stressful circumstances. We also ask basic questions to determine if they are lacking in any functional skills that may be affecting their ability to parent or provide. As the engagement deepens, the Super Nanny team values the family's perspective, ensuring their voice is integral during this phase. This collaborative spirit extends to goal setting, where the objectives encompass both what the team thinks is best and what the team and family collectively envision.

With goals set, the program moves into a phase of meticulous planning punctuated by biweekly team meetings. Here, open dialogue is encouraged, and every team member, including the family, has a platform to voice their observations, questions, and suggestions. The development and understanding of the Family Parenting Plan characterize this phase.

The real magic happens during the implementation phase. We introduce the family to the Glasser method and other new ways of thinking, behavior is tracked, new goals are developed, and there's a continuous cycle of weekly checks and reviews. Feedback is not just welcomed; it's actively sought. The family is reassured and supported, especially when challenges arise, or progress seems slow.

We take progressive steps with the providers, so they can understand themselves better, and provide guidance on how to improve their relationship with their child, how to diffuse situations, and what parameters might work better for a successful relationship. Essentially, we develop structure for them based on their relationships with their children. We discover what it is they need in that relationship with their child in order to feel valued so they can express their needs effectively. We also offer tools for both preventing and responding to chaos.

Our team does provide other kinds of services, when necessary. We offer a helping hand to reset the stage for the family and ensure a solid foundation by finding out what is preventing them from being able to provide a stable environment and attempting to fill those gaps. This may mean assisting with basic duties, like acquiring and filling out missing paperwork. It may mean bringing the team in to clean and provide a fresh start to work with. It also encompasses passing on fundamental life skills, like how to maintain a clean house within the limits of what they're capable of.

As the program nears its conclusion, there's a focus on transition and exit planning. The team discusses the family's hopes for their child's future, ensuring the exit plan aligns with this vision.

But the end of the program isn't the end of the journey. The Super Nanny team emphasizes that support can continue even post-exit.

Finally, as the transition is completed, the program celebrates the successes and milestones. The family's hard work, resilience, and commitment are acknowledged and praised.

Throughout every step of the Super Nanny program, there's a consistent emphasis on empathy, open dialogue, and collaborative decision-making. The program's foundation is built on principles of deep compassion, non-judgmental understanding, and active listening, ensuring mutual respect, trust, and an effective partnership, always prioritizing the child's best interest. This unique blend of expert guidance, coaching, and validation of the family's experiences and insights makes the Super Nanny program a beacon of hope and transformation for many families.

Our hope for parents walking out of the Supernanny program is that they will be competent caretakers and resilient individuals who feel confident and capable of effectively interacting and bonding with their child and parenting them to be a productive member of society.

Staff Roles/Hierarchy

There are four SAS (Support Assurance Specialist) positions with one head SAS who oversees the group. Each SAS oversees four field teams consisting of Temporary Lodging, Temporary Lodging Prevention, and Super Nanny. Family Coaches are delegated to teams as they are needed, dependent on whether they are seen to be a fit with the family.

For each Super Nanny team...

*Insert hierarchy graph (yet to be created)

Parent Curriculum

The parental program ideally consists of eight modules worked throughout either weekly or biweekly meetings with the Family Coach. Sessions are an hour long, and each covers a different parenting skill. Modules may take one or several sessions to complete. The first session is preferably performed in-person. Whether or not the following sessions are in-person or conducted as video sessions will be determined by availability, although in-person sessions are preferred whenever possible.

Assessments for Program Planning

When conducting assessments in integrated child and family coaching, it's essential to gather relevant information to understand the family's unique dynamics, strengths, and challenges. Here are some examples of assessments commonly used:

- i. Family Assessment: This assessment involves gathering information about the family's structure, relationships, communication patterns, and overall functioning. It helps identify areas of strength and areas that may require support or improvement.
- ii. Parenting Style Assessment: This assessment explores the different parenting styles employed by the caregivers in the family. It helps identify the predominant parenting style and its impact on child development and family dynamics.
- iii. Child Developmental Assessment: This assessment focuses on understanding the developmental milestones, strengths, and areas of concern for the child. It may include observations, questionnaires, or discussions with caregivers to gain a comprehensive view of the child's development.
- iv. Strengths and Resources Assessment: This assessment aims to identify the strengths, skills, and resources available within the family. It helps build on existing assets and empower the family to overcome challenges effectively.
- v. Needs and Challenges Assessment: This assessment involves identifying the specific needs, concerns, and challenges faced by the family. It can cover various domains such as parenting, behavior management, communication, or emotional well-being.
- vi. Stress and Coping Assessment: This assessment focuses on understanding the family's stressors, coping mechanisms, and resilience. It helps identify areas where additional support or strategies may be required to enhance the family's well-being.
- vii. Cultural and Contextual Assessment: This assessment recognizes the influence of culture, ethnicity, socioeconomic factors, and other contextual variables on the family's dynamics and parenting practices. It ensures that the coaching approach is culturally sensitive and tailored to the family's specific context.

These assessments can be conducted through interviews, questionnaires, observations, or a combination of methods, depending on the preferences of the coaching team and the families

involved. The information gathered from these assessments will guide the coaching process and help tailor the interventions to meet the family's unique needs.

*See the ACE Questionnaire

Example Schedule Structure for Integrated Child and Family Coaching Session

Integrated Child and Family Coaching Services Schedule

Session 1: Introduction and Assessment

• Date: [Insert Date]

• Time: [Insert Time]

Duration: [Insert Duration]

Goals:

- a. Introduce the coaching team and explain the purpose and structure of the sessions.
 - i. Aubrey, Corey, Michael.
- b. Conduct initial assessments to understand the family's needs, strengths, and challenges.
 - i. Parent Intake conducted by Aubrey.
 - ii. Tracker for sessions completed by Aubrey.
- c. Collaboratively establish goals and priorities for the coaching process.
 - i. Identify goals from the parent intake.
 - ii. Add goals to the bottom of parent intake.

Session 2: Building Parent-Child Relationships

Date: [Insert Date]

• Time: [Insert Time]

Duration: [Insert Duration]

Goals:

- a. Explore strategies for strengthening parent-child relationships.
 - Explain William Glasser's five needs. Glasser believes that all human behavior is driven by the pursuit of fulfilling these five basic needs.
 Behavior is driven by unmet needs.
 - 1. **Survival** This need covers the standard needs of food and shelter, including psychological needs, such as feeling safe and secure.
 - 2. **Love & Belonging** This need focuses on relationships with everyone, including friends and family, co-workers, teachers, and even pets.
 - 3. **Power** This doesn't mean that everyone seeks to achieve some domineering presence but rather says that people want to make some difference that allows them to leave behind a legacy.

- 4. **Freedom** This need says that people need to feel as though they have autonomy in their daily lives and their creative lives.
- 5. **Fun** More than just a good outing, this need says that people want to experience pleasure, humor, relaxation, and learning that they find interesting and satisfying.
- b. Discuss effective communication techniques to enhance understanding and connection.
 - i. "I need..." "Will you...?" "Thank you for..." Be consistent. Be clear. Be kind. Be respectful.
- c. Provide guidance on promoting positive behaviors and managing challenging behaviors.

Session 3: Family Dynamics and Conflict Resolution

• Date: [Insert Date]

Time: [Insert Time]

Duration: [Insert Duration]

Goals:

- a. Examine family dynamics and roles to identify areas of improvement.
 - i. Implement the five needs of William Glasser. Where are the gaps in the relationships according to William Glasser needs?
- b. Discuss conflict resolution strategies for healthy and constructive family interactions.
 - i. Review ABC Model with parent(s). "Our thoughts impact how we feel. Our thoughts impact how we behave." (see picture).
- c. Offer support and guidance for managing conflicts and promoting harmony within the family.
 - i. Ask about specific situation(s) / event (s), discuss examples with parent.
 - ii. Coach parent(s) how to implement Glasser's needs into current conflicts.

Session 4: Parenting Styles and Discipline

• Date: [Insert Date]

• Time: [Insert Time]

• Duration: [Insert Duration]

Goals:

- a. Explore different parenting styles and their impact on child development.
 - i. Review the different parenting styles. Ask parent(s) which one they believe they are. (see picture)
- b. Discuss positive discipline techniques that encourage responsibility and self-regulation.
 - i. Independence / Autonomy.
 - ii. Encouragement / Edification / Elevation / Praise.

- iii. Choices.
- iv. Natural Consequences.
- v. Forgiveness. "Let's try again."
- c. Address common challenges in maintaining consistent discipline practices.
 - i. Rebellion.
 - ii. Comparison to other siblings.
 - iii. Dual housing (co-parenting).

Session 5: Promoting Emotional Well-being

- Date: [Insert Date]
- Time: [Insert Time]
- Duration: [Insert Duration]

Goals:

- b. Provide strategies for nurturing emotional well-being in children and parents.
 - i. Routine(s).
 - ii. Outings / Date Days to cultivate bonding.
 - ii. Encouragement / Edification/ Praise.
- c. Discuss techniques for managing stress and building resilience.
- d. Explore ways to foster a positive and supportive family environment.

Session 6: Creating a Supportive Home Environment

- Date: [Insert Date]
- Time: [Insert Time]
- Duration: [Insert Duration]

Goals:

- a. Discuss the importance of a supportive home environment for child development.
 - i. Routine(s).
 - 1. Morning what does the child need to accomplish in the morning upon waking?
 - 2. Evening what does the child need to accomplish for bedtime?
 - 3. Breakfast, lunch, dinner.
- b. Provide guidance on establishing routines, organization, and structure at home.
 - i. According to Glasser's five needs.
- c. Collaborate on creating a plan to maintain a positive and nurturing home environment.

Session 7: Review and Reflection

- Date: [Insert Date]
- Time: [Insert Time]
- Duration: [Insert Duration]

Goals:

- a. Reflect on the progress made during the coaching process.
- b. Review goals and outcomes achieved.
- c. Address any remaining concerns or questions.
- d. Develop a plan for ongoing support and resources after the coaching sessions.

Note: The schedule provided is a sample and is meant to be adjusted based on the specific needs and preferences of the family one is working with.

The Parent's Pivotal Role in Their Child's Success

The role of the parent is critical in any behavior stabilization program for their child. Here are key elements to keep in mind.

- 1. Consistency: Parents should strive to be consistent in their approach to managing their child's behavior. This means setting clear expectations and boundaries, following through on consequences, and reinforcing positive behaviors consistently over time.
- Positive reinforcement: Parent's should actively look for opportunities to reinforce
 positive behaviors in their child. This can be as simple as praising their child for a job
 well done or providing a small reward for good behavior.
- 3. Negative consequences: While positive reinforcement is important, it is also essential for parents to utilize negative consequences appropriately and consistently when their child engages in problematic behaviors. This means following through on consequences in a calm and consistent manner, rather than reacting emotionally.
- 4. Communication: Effective communication is key to any successful behavior stabilization program. Parents should work to improve their communication skills, such as active listening and using "I" statements, to better understand their child's perspective and respond appropriately.
- 5. Modeling: Parent's should model the behavior they want to see in their child. This means demonstrating positive behaviors, such as using kind and respectful language and managing their own emotions effectively.

Overall, the role of the parent in a behavior stabilization program is to provide consistent support and guidance for their child. By reinforcing positive behaviors, using appropriate consequences, improving communication skills, and modeling positive behaviors themselves, parents can help their child develop the skills they need to manage their behavior effectively over the long term.

Exiting the Program & Continued Support

During module six of the parental program, the Family Coach begins the process of transitioning out and informs the parent that they will need to set up an additional DHS meeting before exiting the program. During the final module, the family coach and guardian will develop a personalized plan for ongoing support and appropriate measures to safely and successfully transition out.

Our Overall Goals for Parents Involved in Supernanny

It is our hope that any parent or guardian who participates in the Supernanny program will walk away with a healthy and productive parent/child relationship. They will bear a new set of skills to effectively and independently parent and provide for their child.

These skills include confidence in their parenting abilities, a solid awareness of the resources available to them, clarity on how to sustain what the Supernanny program has started, and the tools to regulate the surrounding environment, regardless of what arises. Even when circumstances start getting chaotic, they will be capable of diffusing situations and be able to utilize their newly acquired understanding of how to maintain peace within their home. With Supernanny guidance, the parent will be equipped to respond in a way that sustains the new routine and continues the positive changes that can keep the family together.

This confidence in their newfound skill set and deepened relationship with their child will yield what every parent needs: hope. This genuine hope, grounded in their new abilities and the evidence of change within their homes, is what can make the difference between a child being moved once more or a child staying within a familiar family unit and continuing their progress instead of disrupting it.

Child Involvement

Children in Supernanny will receive care in line with our already established Temporary Lodging Prevention Program, working on adaptability and behaviors so they are capable of adjusting within their environments.

Implementation

Parent Onboarding

When onboarding a Supernanny contract, it is essential to recognize that the program includes Dynamic Life's Integrated Child and Family Coaching. Unique to the Supernanny program is that it caters to the family as a whole, developing both emotional and functional skills for the child and guardian(s) to promote successful living situations long-term. As such, the goal is always to

reunite or keep families together. Most children designated for Supernanny are already living with the involved family.

To begin the onboarding process, the DL intake Screener collaborates closely with DHS and other relevant stakeholders to ensure that the contract is established before inviting the Supernanny Support Team. Once the Screener confirms that the child will be joining the program indefinitely, they schedule a preliminary meeting with DHS and any other necessary stakeholders for the initial intake.

An interim plan for the family is implemented after the initial intake and the formation of a team. Then, the group begins working on a customized strategy based on the information from DHS, stakeholders, and the family. This plan is finalized within 48 hours, including action plans and goals to be incorporated into the team's work with the family and child.

During the next few days, while the family is actively engaged, preparations are made for a meeting involving DHS, stakeholders, the program supervisor, and family members. The integrated Child and Family Coach is also invited to join the meeting. This meeting serves as a platform to develop a refined plan for the child, the family, and the parent.

Initial Coach Contact

Once the initial intake is complete, the Integrated Family Coach contacts the child's provider directly to set up the introductory meeting. Whenever possible, initial meetings will take place in person at the location most convenient for the family.

Following this more intimate meeting, the plan is updated and a scheduled time is arranged for the parents and the coach to review and discuss the modified goals and the process of the individualized Supernanny program. Weekly check-ins occur with the parent to ensure that the goals and action plans are current, and meetings between the parent and the coach take place to maintain alignment and coordination.

Aspects of Implementation

All in-person visits with parents/guardians will have another supporting staff member present.

Once the child's program is established, the Integrated Child and Family Coaching Team creates a CRM profile and folder for each youth and parent for all documentation.

Supernanny team members will be familiarized with parent curriculum, however, only Family Coaches will conduct sessions.

The parent will continue to have Supernanny resources unless circumstances change and the child is removed from the program.

All phone calls will be tracked and documented.

Protocol for Nonresponsive Parents

In the case that the involved guardian does not respond to the initial phone call to set up family coaching meetings and fully enroll and commit to the Supernanny program, the coach will place a follow-up call the next day. Three consecutive attempts will be made within the next few weeks. Messages will be left on unanswered calls to encourage a call-back, a more convenient time, and to give advance notification of the next call-back if they do not reach out. If all these measures have been fulfilled and there is still no response, the Family Coach will assume that the parent is rejecting Supernanny and the opportunity for personalized parental coaching. In that case, the child will be reverted to Temporary Lodging Prevention, focusing on their ability to adapt to their current situation.

Child Intake

Supernanny Candidate Onboarding Process

Notification

When DHS has a potential Supernanny candidate, they notify the Dynamic Life Screener that there is a child in need of services. The Screener connects back to this initial contact, gathering more information to determine the child's specific requirements. This is to ensure they are placed with an appropriate team for their conditions and capabilities. DL tries to accommodate in the case that the child is aggressive, destructive, sexualized or has any other specific needs, in which case we assign the most experienced staff to work with the child to start.

With this initial information gathered, the Screener then confers with DL staff to check team availability and see how soon the child would be able to start a program. In order to accommodate the child within the Supernanny program, a team must be available. If no team is immediately available, DL will set a scheduled date for the commencement of the child's program.

Preliminary Meeting

The Screener confirms team availability with the initial DHS contact, and a preliminary meeting is set up with the child's caseworker and the Vice-President of Training and Program Development. During this preliminary meeting, the present attendees discuss and decide whether the candidate is a fit for Supernanny or Temporary Lodging Prevention. Those designated as Supernanny will already have a residential placement with their desired parent/guardian.

Initial Intake Meeting

If the child's program and contract tier are confirmed within Supernanny at the preliminary meeting, the Screener then sets up another phone call with the DHS caseworker for an Initial Intake Meeting, utilizing the *DL Intake Screening Assessment to gather basic information. This initial processing goes over the child's DHS history, reviews medications, and looks for potential issues or behaviors of concern. The Supernanny program manager and Behavioral coach also participate in the initial intake.

All initial mandatory paperwork is sent out or requested, including assessments, evaluations, BSPs, etc. An individual profile is created for the child, and all information is input into a Hippacompliant, cloud-based database under the child's profile. All subsequent documents are uploaded to their corresponding folder within said profile. Access to this database and its contents is tiered, requiring permissions to access and submit different levels of documents.

Handoff to Integrated Child and Family Coaching

Once the initial intake screening meeting is complete, the Screener sends the *DL Referral Form and *Release of Information to the caseworker to be filled out and returned ASAP. The correct contract must be checked. These can only be sent once the child is confirmed.

The Screener creates a pdf from the information provided on the intake screening and sends the pdf to the Integrated Child and Family Coach and designated supervisor, along with the contact information for the involved caseworker, the original referral form, and the Release of Information.

An interim plan is implemented after the initial intake and formation of a team. Then the group begins working on a customized program based on the information from DHS, the DL team, the family, and any other relevant stakeholders. This plan is finalized within 48 hours, including action plans and goals incorporated into the team's work with the child and the family. All consecutive meetings and check-ins regarding the new Supernanny participant are scheduled and led by relevant coaches and supervisors.

Child Intake Process Summary

- 1. DHS makes initial contact, informing Dynamic Life that there is a child in need of services.
- 2. Screener asks questions to determine child's needs and whether a team will be available immediately or not.
- 3. Screener presents information to DL team to check availability.
- 4. Screener sets up preliminary meeting with caseworker and the DL Vice President.
- 5. During preliminary meeting, the appropriate program is determined (Temporary Lodging Prevention or Supernanny). Program and tier are confirmed.

- 6. Screener schedules intake meeting with caseworker, family coaches, and the program manager.
- 7. At the intake screening meeting, the intake screening form is filled out and an individual profile is created. Accompanying documents are uploaded to the profile.
- 8. After intake, the referral form and Release of Information are sent to the caseworker (can only be sent once child is confirmed).
- 9. Program manager and Integrated Child and Family Coaches take over process and set up consecutive meetings.

Potential Roadblocks

The return of biological parents or other family during the Supernanny Program. In this case, we will have to transition the child to ready them for the abrupt change once again.

Quality Control

Outcome-Based Survey Structure

Outcome-based survey structure/outline checklist for a short-term behavior stabilization program for kids and parents that spans approximately 3 to 6 months.

- 1. Intake Survey (Pre-program):
- -Basic demographics of the child and parent/guardian
- -Reason for seeking program services
- -Current challenges or behaviors of concern
- -Current medications or treatments being used
- -Previous counseling or therapy services received
- -Goals and expectations for the program
- 2. Mid-Point Survey (Approximately 1.5 to 2 months into the program):
- -Progress made towards goals set at intake
- -Any new challenges or behaviors of concern
- -Satisfaction with program services
- -Satisfaction with progress made so far
- -Any additional support or resources needed
- 3. End of Program Survey (Approximately 3-6 months
- -Overall progress made towards goals set at intake
- -Any new challenges or behaviors of concern

- -Satisfaction with program services
- -Satisfaction with progress made during the program
- -Successes achieved and lessons learned
- -Plans for continued support or resources needed post-program
- 4. Parental Involvement Survey (Throughout the program)
- -Frequency of communication with program staff
- -Level of involvement in program activities and sessions.
- -Satisfaction with level of involvement and communication with program staff.
- -Areas for improvement in parental involvement and communication with program staff
- 5. Child Behavior Survey (Throughout the program)
- -Frequency and intensity of target behaviors of concern
- -Frequency and intensity of positive behaviors or successes achieved
- -Progress made towards achieving goals set at intake
- -Areas for improvement or additional support needed in managing target behaviors

These surveys can be conducted through interviews, questionnaires, or a combination of both, and can be adapted to fit the specific needs of the program and participants.

The surveys should be conducted at regular intervals to track progress and make any necessary adjustments to the program.

Staff

The responsibilities of a Super Nanny Specialized Support Worker include:

- 1. Direct Support: Providing one-on-one support to the child and/or parent in a variety of settings, such as the child's residence, school, or community. Offering emotional support, guidance, and encouragement to help the child manage their behaviors, emotions, and daily activities. Family Focus: Integration, reunification, and prevention.
- Behavior Management: Implementing behavior management techniques and strategies
 to address challenging behaviors and promote positive alternatives. This may involve
 developing behavior modification plans, teaching coping skills, and utilizing therapeutic
 interventions.
- 3. Skill Development: Assisting the child in developing essential life skills, such as communication, problem-solving, self-regulation, and social interactions. Providing hands-on guidance and support to promote independence and personal growth.

- 4. Collaboration and Coordination: Collaborating with other professionals, including therapists, social workers, educators, and healthcare providers to ensure a holistic and coordinated approach to the child's care. Sharing information, attending team meetings, and participating in case conferences.
- Documentation and Reporting: Maintaining accurate and detailed records of the child's progress, behavior incidents, interventions implemented, and any significant changes observed. Providing regular reports and updates to supervisors and relevant stakeholders.
- 6. Advocacy: Advocating for the child's needs, rights, and best interests within the child welfare system. Liaising with the Department of Human Services, court-appointed representatives, and other agencies involved in the child's care to ensure appropriate services and support are provided.
- 7. A Specialized Support Worker needs to have excellent interpersonal and communication skills, as they often work closely with children and parents who may have experienced trauma or have difficulty expressing themselves. They should also be patient, compassionate, and resilient, as the role can be emotionally demanding. Furthermore, they should have a deep understanding of child development, behavior management strategies, and relevant regulations and protocols in child welfare. A Super Nanny Support Worker empowers the environment, the child, and the parents!

About Dynamic Life

Dynamic Life is a trusted community leader providing support and care for children with extreme behaviors between the ages of 3 through 24. With an emphasis on empathy and a focus on people over process, our programs are dedicated to both promoting the well-being and safety of children as well as supporting their families and caregivers.

Dynamic Life strives to always create a supportive and inclusive environment that fosters growth, learning, and emotional development for the children entrusted to us. Our staff are highly trained, skilled in working with children exhibiting extreme behaviors, and committed to providing compassionate and effective care. We are accepting of all people, regardless of background or religious or political affiliation. Our programs are founded on the principles of empathy, respect, and understanding, and we are committed to providing individualized care to each and every child. We believe in working collaboratively with families, caregivers, and other professionals to ensure that children receive the best possible support and services.

History of Dynamic Life

Dynamic Life Inc. was officially launched in 1995 by Nathan Webber and his wife Tracy, speaking to middle and high school students at public schools, camps, conferences, and churches. That same year, the couple took in its first foster child through Oregon Youth Authority (OYA), presenting a new and significant learning curve.

From then on, there were always multiple foster kids around the house, followed by the family fostering kids with special needs. By 2014, the organization had served over 350 foster care youth and were traveling and speaking to over 200,000 young people and families annually. For Nathan and Tracy, foster care was much more than "taking in a kid." It was about giving hope when it was lost and changing lives forever. Over the years, Dynamic Life switched from serving OYA youth in a home setting to serving Marion County Developmental Disabilities—the organization now has four homes that serve youth from 10 to 18 and two that serve adult, college-aged men. The individuals in the adult foster care homes have, for the most part, grown up with Dynamic Life from a young age.

When covid hit, speaking engagements came to an abrupt halt and the team was asked to help with a child in a temporary hotel placement who was exhibiting extreme behaviors. By the end of their time together, they had established routines and the child had shown marked improvement and was able to move out of temporary lodging. This signaled the beginning of a new venture for Dynamic Life: working with foster children with behavioral issues and helping them adapt so they could have placements with families again or, for older children, be ready for a group home and the responsibilities of nearing adulthood.

Our team continues to travel the globe for speaking events and other activities impacting youth and families. Overall, our organization has traveled to 38 of the 50 states throughout America and over 24 countries worldwide, working with anywhere from one youth to over 20,000 at a time, restoring hope to young people, families, and communities!

Here are some ways that Dynamic Life Collective currently operates:

- Triage / Temporary Lodging, in partnership with the Oregon Department of Human Services
- Temporary Lodging Prevention, in partnership with the Oregon Department of Human Services
- Children and Adult Foster Care, in partnership with Marion County Developmental Disabilities
- One-to-One Mentoring in partnership with the Oregon Department of Human Services and other local organizations.
- Youth, Family, ODHS, and Developmental Disabilities Coaching with various local community partners.
- School Assemblies, both public and private, throughout the United States

Looking ahead to 2023-24, Dynamic Life plans to launch the following initiatives:

- The Super Nanny Support Team program in partnership with the Oregon Department of Human Services.
- Peer Mentor Program, in partnership with the Oregon Department of Human Services and multiple community partners.
 - Dynamic Life Leadership Development
 - Dynamic Life Speakers Bureau

Dynamic Life's Vision Statement: Unlocking Individualized Life Success, One Kid at a Time. **Dynamic Life's Value Statement:** Reaching for moments marked by the realization that someone really cares.

How the Super Nanny Program Supports Dynamic Life's Mission and Philosophy:

The Super Nanny Support Team Program is the perfect complement to the Dynamic Life portfolio of unique and outstanding programs that support our vision of unlocking individualized life success for children of all ages. We already know that every situation is unique, and every family holds a different key to successful interactions, stability, and mutual growth. By giving tools to both children and parents, we can revolutionize family dynamics for life-long success and truly fulfill our mission of creating moments marked by the realization that someone really cares.

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^{*}Dynamic Life can only fulfill its mission with the support of its community partners.

SN WEBSITE NEEDS (Writer Notes)

This document outlines the mission, programs, and impact of Dynamic Life, an organization dedicated to supporting foster children and their families through personalized care and comprehensive support. It details Dynamic Life's commitment to enhancing the lives of children by providing individualized care tailored to their unique needs and interests. The organization offers several key solutions, including Temporary Lodging, Temporary Lodging Prevention, and the Supernanny Program, all designed to address and stabilize behavioral issues while maintaining children in familiar settings or preparing them for successful transitions to stable living situations. Dynamic Life's approach emphasizes a tailored experience that adapts strategies to meet each child's specific requirements, employing a team of trained and compassionate professionals who collaborate closely with Oregon's county offices and the Department of Human Services. The document highlights the organization's impact, showcasing success stories of transformation and stability, and reaffirms its unwavering commitment to changing lives one child at a time through innovative programs and a holistic approach.

Dynamic Life: Our Mission, Programs, and Impact

Introduction

Dynamic Life is dedicated to enhancing the lives of foster children and their families through comprehensive support and personalized care. Our mission is to ensure every child has the opportunity to thrive and become the best version of themselves. Our team, comprised of trained and compassionate professionals, works diligently to provide individualized care tailored to the distinct needs and interests of each child.

Our Solutions

- Temporary Lodging: Sometimes, a child may need a temporary place to stay due to
 extreme behaviors or when a permanent placement is not immediately available. Our
 Temporary Lodging services offer a safe, structured, and supportive environment for
 these children, focusing on baseline stabilization to prepare them for a successful
 transition to a more stable living situation.
- **Temporary Lodging Prevention**: Recognizing the trauma associated with moving children from their current homes, we've developed a prevention program aimed at stabilizing youth within their existing foster care environments. By working closely with the child and their caregivers, we aim to prevent the need for temporary lodging, maintaining the child in a familiar setting while addressing behavioral issues.
- Supernanny Program: This initiative supports children and families by addressing behavioral challenges and promoting positive development. Our team works on the ground, implementing tailored strategies to encourage better coping mechanisms, improve communication, and foster emotional regulation within the family unit.

Our Approach

Our programs are designed to wrap around each child's unique needs, offering a tailored experience that differs from the broader, systemic approaches typically found in state and local government services. By focusing on individualized care, we can adapt our strategies to suit the specific requirements of each child, whether that involves establishing new routines, positive reinforcement mechanisms, or providing a constant, reassuring presence.

Who We Are

Dynamic Life collaborates closely with Oregon's county offices and the Department of Human Services, employing a relationship-based approach that transcends conventional methods. Our team is committed to respecting and empowering our clients, offering them the tools and support needed to navigate their challenges and achieve lasting success. Our staff, with over 30 years of experience, undergoes comprehensive training to embody our values of empathy, respect, and understanding.

What We Do

We operate various programs in partnership with the Oregon Department of Human Services, including Triage/Temporary Lodging, Temporary Lodging Prevention, and the Supernanny Support Team program. Our efforts extend to children and adult foster care, one-to-one mentoring, and coaching for youth, families, and developmental disabilities, among others. Each program is rooted in the belief that individualized care is the key to unlocking a child's potential.

Our Impact

Through our initiatives, we've seen firsthand the transformative effect of providing stable, supportive, and personalized care to children in need. Our history is marked by success stories of children moving from crisis to stability, finding their voices, and rediscovering their dreams. As we continue to grow and evolve, our commitment to changing lives one child at a time remains unwavering.

Conclusion

Dynamic Life stands as a beacon of hope and change for foster children and their families. Our dedicated team, innovative programs, and holistic approach exemplify our commitment to making a difference in the lives of those we serve. By focusing on individual needs and working collaboratively with our partners, we strive to create a brighter future for every child in our care.

WORKING OUTLINE (Writer Notes)

The following document outlines the Program Overview for Dynamic Life's Supernanny Initiative, detailing its foundational approach and operational blueprint aimed at bolstering support within the foster care and parenting spectrum. It begins by underlining the critical need for specialized intervention through the Supernanny program, reflecting on Dynamic Life's mission and core values that guide their care. The program integrates with existing services to offer a continuum of care, addressing the needs of children, parents, and the state by providing comprehensive support and resources. It describes the program's delivery system, including staff roles, engaging activities for children, and parental support mechanisms. Furthermore, it details the operational mechanics, success metrics, and the exit assessment process to evaluate effectiveness. The document emphasizes program integration, quality assurance, and compliance, concluding with a reflection on Dynamic Life's legacy and the unique position of the Supernanny program in enhancing child and family well-being compared to temporary lodging solutions.

Program Overview for Dynamic Life's Supernanny Initiative

Introduction

- The Necessity of Supernanny: Highlighting the critical need for specialized support in the realm of foster care and parenting to address the challenges faced by children, parents, and the broader state system. This section introduces the unique value proposition of the Supernanny program.
- Our Identity: An overview of Dynamic Life, emphasizing our mission, vision, and the core values that guide our approach to care and support.
- Our Methodology: Explaining how the Supernanny program operates within Dynamic Life's ecosystem, focusing on our hands-on, empathetic approach to both child and parent support.

Program Overview

- **Positioning within Services**: Detailing how the Supernanny program integrates with and complements our Temporary Lodging (TL) and TL Prevention services, offering a seamless continuum of care.
- Identifying the Need:
 - o **For Children**: Discuss how children within the TL/Prevention programs can benefit from the additional support provided by Supernanny.
 - o **For Parents**: Addressing the gap in skills and resources among parents or guardians, fostering better outcomes for fostered or otherwise cared-for children.
 - For the State: Illuminating the financial and social costs associated with insufficient parental support and how Supernanny aims to alleviate these pressures.
 - o **Our Justification**: Explaining why Dynamic Life is uniquely positioned to fulfill these needs through our expertise and specialized services.

Delivery system

- **Our Team**: Introduction to our staff and their roles within the Supernanny program, highlighting the qualifications and compassionate approach of our DL coaches.
- **Engaging Activities**: How our coaches engage children in meaningful, fun activities that contribute to their development and well-being.
- **Parental Support**: Describing the comprehensive support, tools, and resources provided to parents to enhance their caregiving capabilities.
- **Comprehensive Resources**: Overview of the tools, resources, and ongoing support available to both children and parents throughout their journey with us.

In Practice

• **Initiating Engagement**: The onboarding process for both children and parents, ensuring a smooth and welcoming introduction to our program.

• **Operational Mechanics**: Insight into the day-to-day workings of the Supernanny program, including the roles of staff, the hierarchical structure, and the program's adaptability to meet individual needs.

Outcomes and Assessments

- Success Metrics: Defining success in the context of the Supernanny program, for children, parents, and the wider community/state.
- **Concluding Evaluations**: Describing the exit assessment process to gauge the effectiveness of the program and ensure lasting positive outcomes.

Program Integration and Execution

- **Synergy with Existing Programs**: Exploring the relationship between the Supernanny initiative and TL/TL prevention programs, emphasizing the cohesive support network provided by Dynamic Life.
- Implementation Strategy:
 - Staff roles and descriptions, detailing the competencies and training required for each position.
 - o An overview of core competency training, with a focus on safety, handling aggressive behaviors, and other unique aspects of the job.
 - The importance of continuous staff development and ensuring continuity of care for each child and parent.

Quality Assurance and Compliance

- **Ensuring Excellence**: Our approach to quality assurance, including HIPAA compliance, staff reporting mechanisms, and advocacy for children's best interests.
- **Anticipating Challenges**: Discussion of potential obstacles and our proactive strategies for addressing them.

Supplementary Information

- **Dynamic Life's Legacy and Future**: Reflecting on our history, achievements, and vision for the future of the Supernanny program and its role in fostering a better world for children in foster care.
- Comparative Analysis: A deeper look into how the Supernanny program stands apart from temporary lodging solutions, emphasizing its unique benefits and contributions to child and family well-being.

SN WRITING ASSIGNMENTS (Writer Notes)

This document outlines the foundational elements and operational insights of Dynamic Life's Supernanny Program, a pioneering initiative aimed at improving the child welfare ecosystem. It covers the program's objectives, success measures, and its commitment to creating impactful moments for children and families. The document further delves into staff qualities, recruitment, training, and development, emphasizing the need for compassionate, skilled individuals aligned with the program's mission. It provides a thorough overview of the Super Nanny delivery system, the onboarding process for children, strategies for addressing potential roadblocks, and follow-up measures to assess long-term impact. Additionally, it discusses Dynamic Life's collaboration with external entities like DHS, differentiating the program's preventive and family-centric approach. Testimonials, licensing details, and risk management policies are also highlighted to underscore the program's effectiveness and compliance with regulatory standards.

Writer's Notes on Dynamic Life's Supernanny Initiative

Introduction/About

- IA: Overview of Dynamic Life's Supernanny Program as an innovative initiative, focusing on its objectives and impact within the child welfare ecosystem.
- IB: Articulation of the core mission statement, underlining the foundational beliefs and goals driving the Supernanny Program.

Success Framework

- IIA: Explication of Dynamic Life's definition of success, highlighting qualitative and quantitative aspects that align with organizational values.
- IIB: Detailed methodology on how success is measured within the Supernanny Program, incorporating both direct and indirect indicators of impact.
- IIC: Illustration of the program's commitment to creating significant moments of care and connection, serving as proof points of the initiative's effectiveness and alignment with broader mission objectives.

Super Nanny Program Insights

- Comprehensive summary of the Super Nanny program, emphasizing its family-centric approach, preventive strategies, and adaptability based on feedback and outcomes.
- Analysis of how the program's structure and operations support Dynamic Life's overarching
 mission and philosophy, with a focus on empowerment, personal growth, and advocacy within
 the child welfare system.

General Staff Qualities and Expectations

- Identification of key characteristics and competencies required for staff within the Super Nanny initiative, reflecting the program's values and operational needs.
- Overview of staff roles, responsibilities, and expectations, ensuring alignment with Dynamic Life's quality standards and the unique demands of the Super Nanny program.
- Outline of specialized support roles, including integrated child and family coaches, detailing their contributions to behavior management, skill development, and family coordination.

Staffing: Hiring, Recruitment, Onboarding

- Discussion on recruitment criteria and strategies aimed at attracting dedicated, compassionate individuals passionate about child welfare.
- Description of the onboarding process, emphasizing the instillation of Dynamic Life's mission and values in new staff members.

Staff Training and Development

- Presentation of a comprehensive training outline for new hires, covering core competencies, safety protocols, and unique aspects of the Super Nanny approach.
- Exploration of ongoing training and development initiatives, ensuring staff remain equipped and informed to meet the evolving needs of the program and its participants.

Super Nanny Curriculum, Materials, and Implementation

- Overview of quality assurance measures designed to maintain program integrity and effectiveness, including staff and program evaluations.
- Discussion on the importance of continuity in care, staff engagement strategies, and the structured support provided to families and children.

Onboarding Children and Curriculum Development

- Detailed process for onboarding children into the Super Nanny program, covering initial assessments and necessary documentation.
- Development and components of the curriculum for children and parents, aimed at empowering families with the skills and knowledge needed for sustainable positive dynamics.

Addressing Roadblocks and Program Follow-up

- Analysis of potential challenges faced by the Super Nanny program, with strategies for overcoming these obstacles to ensure ongoing effectiveness.
- Outline of follow-up measures, including exit assessments and success rate evaluations, to gauge long-term impact and program improvements.

Training and Collaboration with External Entities

- Insights into Dynamic Life's interactions with DHS and other stakeholders, focusing on training, collaboration, and program differentiation.
- Comparison of staffing and operational needs between the Super Nanny and Triage programs, emphasizing the unique aspects of preventive and family-centric care.

Testimonials, Licensing, and Risk Management

- Collection of testimonials from various stakeholders to support marketing and promotional efforts, showcasing the program's success stories.
- Overview of licensing requirements, compliance strategies, and risk management policies, ensuring the program operates within regulatory frameworks and mitigates potential liabilities.