

Welcome!

We are so glad you are here!

We will get started shortly.
In the meantime, we invite you to intentionally enter this space.



Silence your cell phone



Stretch



Close the door



Take a few deep breaths



Close browser windows



Emotionally release your to-do list



Check your audio and video



Take a bio break

Co-Parenting Learning Academy – Session 1

Thursday, February 16, 2023 || 3:00pm – 4:30pm ET

NICHQ
National Institute for
Children's Health Quality

HEALTHY
start
TA & SUPPORT CENTER

Co-Parenting Learning Academy

Thursday, February 16, 2023
3:00pm – 4:30pm ET

The Healthy Start TA & Support Center is operated by the National Institute for Children's Health Quality (NICHQ). This project is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS) under grant number 1 UF5MC327500100 titled Supporting Healthy Start Performance Project.

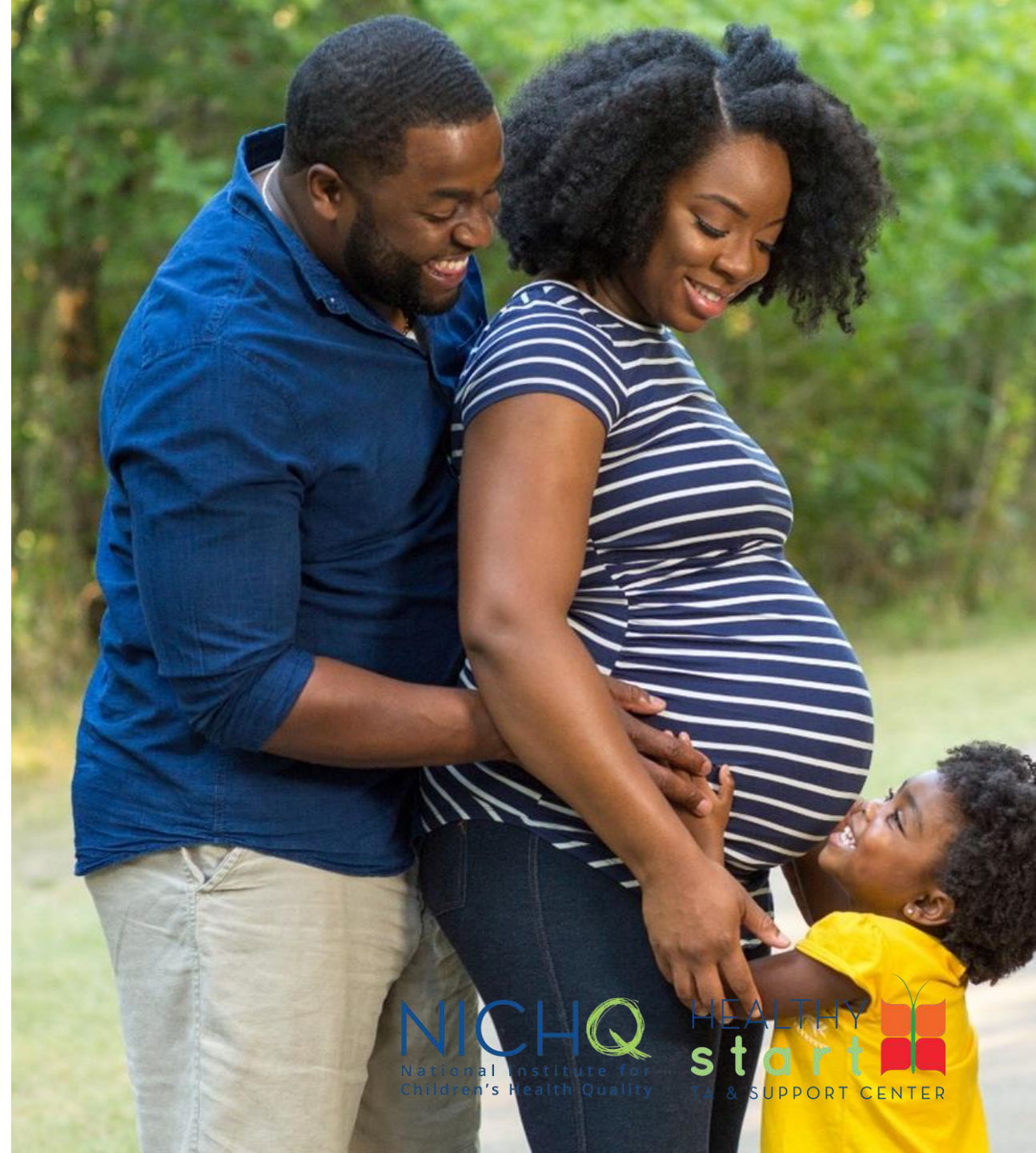
NICHQ
National Institute for
Children's Health Quality

HEALTHY
start
TA & SUPPORT CENTER



Agenda

Housekeeping	Danisha Charles Healthy Start TA & Support Center (TASC)
Learning Academy Overview	Danisha Charles TASC
Welcome	Kenn Harris TASC
Overview NPCL Co- Parenting Curriculum and Co-Parenting Models	Dr. Jeffrey Johnson National Partnership for Community Leadership (NPCL)
Q&A	All
Wrap-up	Danisha Charles TASC





This session is being recorded.



All participants are muted upon entry. We ask that you remain muted to limit background noise.



Participants are encouraged to share comments and ask questions using the chat box.



Learning Academy Overview

Danisha Charles

Healthy Start TA & Support Center

Co-Parenting Learning Academy
Hosted by the Healthy Start TA & Support Center at NICHQ

NICHQ
National Institute for
Children's Health Quality

**HEALTHY
start**
TA & SUPPORT CENTER



Healthy Start Learning Academies

Healthy Start Learning Academies provide an opportunity for HS grantees to participate in curriculum-based courses on specific topics associated with the four HS approaches and 19 HS benchmarks. Learning Academies build HS staff knowledge and prepare them to apply their learnings to their HS program's day-to-day activities.

Learning Academy Structure

- Monthly virtual sessions
- Required readings
- Group presentations
- All sessions will be posted on EPIC in an e-learning format for those who cannot attend the live sessions



Co-Parenting Learning Academy

Goal:

The goal of the Learning Academy is to examine the breadth and depth of social welfare policy in the 20th and 21st centuries while exploring the policies and practices that have influenced the focus on mothers and children and have excluded fathers from family support systems, and redefining “co-parenting” as it has been integrated into current MCH practices.

Co-Parenting Learning Academy Schedule

Session	Time & Date
Session #1	February 16, 3-4:30 pm ET
Session #2	March 16, 3-4:30 pm ET
Session #3	April 20, 3-4:30 pm ET
Session #4	May 18, 3-4:30 pm ET



Co-Parenting Learning Academy Session Topics

Session	Topic
Session 1	Overview NPCL Co-Parenting Curriculum and Co-Parenting Models
Session 2	Co-Parenting Among Unmarried Parents: A Case Study
Session 3	Working with Mothers: Community-Based Perspectives
Session 4	Co-Parenting Research and Policy Perspectives



Welcome

Kenn Harris

Healthy Start TA & Support Center

Co-Parenting Learning Academy
Hosted by the Healthy Start TA & Support Center at NICHQ

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Co-Parenting Learning Academy Deans



Dr. Jeffrey Johnson

CEO,

National Partnership for Community Leadership
(NPCL)



Overview NPCL Co-Parenting Curriculum and Co-Parenting Models

Dr. Jeffrey Johnson

National Partnership for Community Leadership
(NPCL)

Co-Parenting Learning Academy
Hosted by the Healthy Start TA & Support Center at NICHQ

NICHQ  **HEALTHY** 
National Institute for Children's Health Quality **start** TA & SUPPORT CENTER

CO-PARENTING LEARNING ACADEMY

DR. JEFFERY JOHNSON, DEAN





SAVE *the* DATE



Preconference Parenting Practitioner Training & Certification

Ohio Fathers Reception

Distinguished Guest Speakers

Concurrent Workshops

Spirit of Fatherhood Awards

Interfaith Prayer Breakfast

Networking & Entertainment

HALL OF FAME VILLAGE
CANTON, OHIO



JUNE 6-8
2023

The National Partnership of Community Leadership, Inc. presents:

in partnership with



THE 25TH ANNUAL

INTERNATIONAL FATHERHOOD CONFERENCE

For more information www.npclfathersandfamilies.org/ifc2023

Limited sponsorship opportunities are available. Sign up for event updates.

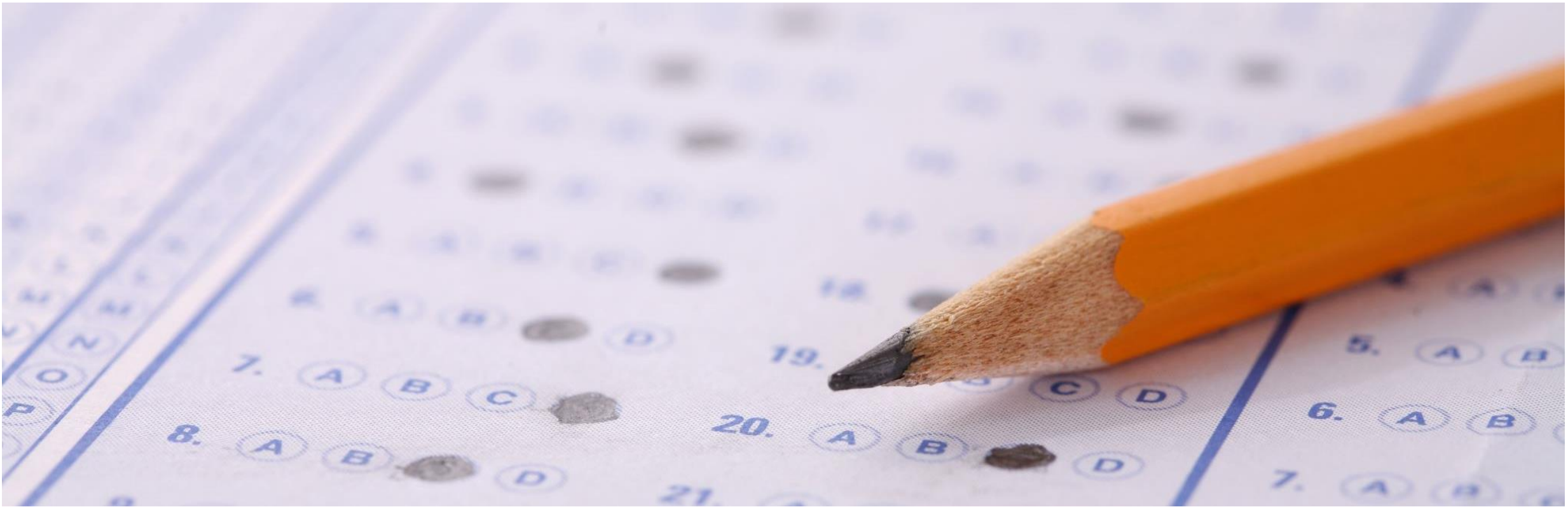


The Twenty-Fifth Annual International Fatherhood Conference
Honoring The Past, Embracing The Future
 June 6-8, 2023
 Pro Football League Hall of Fame Village
 Canton, Ohio
 (in person and virtual**)



TUESDAY JUNE 6	WEDNESDAY JUNE 7	THURSDAY JUNE 8
<p>12:00PM-6:00PM* (On-Going) EXHIBITOR'S SETUP TIME</p> <p>1:00 PM-4:30PM FAMILY DAY WORKSHOPS</p> <p>5:00-7:00PM Conference Opens Welcome Reception** honoring Favorite Fathers of Ohio</p> <p>Check-In ** (registered guests pick up conference package) On-site Registration**</p>	<p>7 :00AM-8:30AM* Interfaith Prayer Breakfast**</p> <p>8:00AM-4:30PM Check-In & On-site Registration** (On-Going)</p> <p>8:00AM-5:00PM Exhibitor's Display** (On-going)</p> <p>9:15 AM-10:30AM Opening Plenary Session Responsible Fatherhood: Honoring the Past, Embracing the Future</p> <p>10:45AM-12:15PM Concurrent Workshops</p> <p>12:30PM-1:45PM Spirit of Fatherhood Hall of Fame Awards Luncheon</p> <p>2:00PM-3:30PM Plenary Session Two Emerging Leaders: Future History Makers</p> <p>Break</p> <p>3:45PM – 5:00PM Concurrent Workshops</p> <p>5:15PM-6:00PM Pro Football Hall of Fame Village Tour**</p> <p>6:00PM Dinner On Your Own</p>	<p>8:30AM-10:00AM* Check-In & On-site Registration**</p> <p>8:00AM-5:00PM Exhibitor's Display** (On-going)</p> <p>9:00AM-10:15AM Opening Plenary Session Expanding Opportunities for Responsible Fatherhood Through State Involvement</p> <p>Break</p> <p>10:45AM-12:00PM Concurrent Workshops</p> <p>12:00PM Lunch On Your Own</p> <p>1:00PM-2:15 PM Concurrent Workshops Exhibitor Display/Takedown</p> <p>2:30PM – 3:00PM Closing Plenary Session</p> <p>3:00PM Conference Adjourns</p> <p>3:15PM-4:00PM Pro Football Hall of Fame Village Tour**</p>

• Note: All times listed are Eastern Day Light Time (EDT) ** these items are in person only




The NPCL Co-Parenting Curriculum Knowledge Assessment (Pre-Tests)

KEY REASONS


- ❑ Changes in family formation have resulted in the highest level of unmarried parents in our nation's history, a four-fold increase since 1968. There are different categories of unmarried parents, including cohabiting, divorced, or separated, and parents in non-romantic relationships. Forty percent of all U.S.-born children are born out of wedlock, including 75% of Black children, many of whom are poor and living in single-parent households.
- ❑ Culturally speaking, the term co-parenting is not well known or understood. The word co-parenting has its origins in married couples who separate or divorce. In communities with a high level of unmarried parents, who never plan or intend to marry, co-parenting is not an expression or term used or something talked about generally.
- ❑ The need for services that target unmarried fathers and mothers that include an emphasis on co-parenting, educating them on what it means, how to plan co-parenting agreements, and its benefits to children from birth and beyond. **After going through our co-parenting training program, a practitioner recently told me that if his parents had the knowledge of co-parenting, he believes that he would have never grown up without knowing his father.**

KEY REASONS

Fathers are excluded or minimized in welfare and family policy primarily because of the history of the "maternal" welfare system. Its initial focus was on widows and orphans.



Twenty years of federal funding for responsible fatherhood programs, nearly 1 billion dollars over that period, has not significantly increased the level of father engagement of low-income, unmarried, non-resident fathers.



Services to low-income mothers and children are supports that typically do not include custodial responsible parent education. In contrast, publicly funded fatherhood programs include responsible fatherhood education as their primary emphasis.

KEY REASONS

- ❑ Healthy Start services to mothers include prenatal and post-natal support. It does not generally offer parenting and relationship education classes or peer support groups as an option for mothers.

JOEL'S STORY



CO-PARENTING IS COMPLICATED



CO- PARENTING IS THE RESULT OF:

- **C**onsider
- **H**ow
- **O**ne
- **I**nstance
- **C**hanges
- **E**verything
- **S**imple in life

THE GOAL THE NPCL CO-PARENTING CURRICULUM

FATHERS

- ✓ Understanding the benefits of his involvement in his child's health, academic, and relationship success.
- ✓ Understanding of the importance of healthy co-parenting.
- ✓ Having a receptive attitude about healthy co-parenting.
- ✓ A willingness to engage in a healthy co-parenting relationship.
- ✓ Agree to share in parental duties and responsibilities.
- ✓ Establish Legal Paternity.
- ✓ Get a high school diploma and more.
- ✓ Obtain Legal Employment
- ✓ Pay child support*
- ✓ Put forth his best effort to act in the best ways he can to support the mother to feel and be successful.
- ✓ Support Your Child Bill of Rights

MOTHERS

- ✓ Understanding the benefits of father involvement in her child's health, academic, and relationship success.
- ✓ Understanding of the importance of healthy co-parenting.
- ✓ Having a receptive attitude about healthy co-parenting.
- ✓ A willingness to engage in a healthy co-parenting relationship.
- ✓ Agree to share in parental duties and responsibilities.
- ✓ Agree on child support.
- ✓ **Agree on visitation and access (goal)**
- ✓ Get a high school diploma and more.
- ✓ Obtain a job to help support the child, when appropriate.
- ✓ Put forth her best effort to act in the best ways she can to support the father to feel and be successful.
- ✓ Support Your Child Bill of Rights.

*Fathers who have regular access and visitation to their child are more likely to pay their child support.

YOUR CHILD BILL OF RIGHTS

- 1. Every child has the right to be cherished by both parents.**
- 2. Every child has the right to a meaningful, nurturing relationship with each parent.**
- 3. Every parent has the responsibility to contribute to the positive raising their children.**
- 4. Every child has the right to have competent parents and to be free from hearing, observing, or being part of their parents' arguments or problems with one another.**
- 5. Every child has the right to not to have to choose which parent to show their love to.**

Excerpted from the book [Your Journey To Co-Parenting](#) by Jeffery and Monica Johnson© 2021

WHAT IS CO-PARENTING?

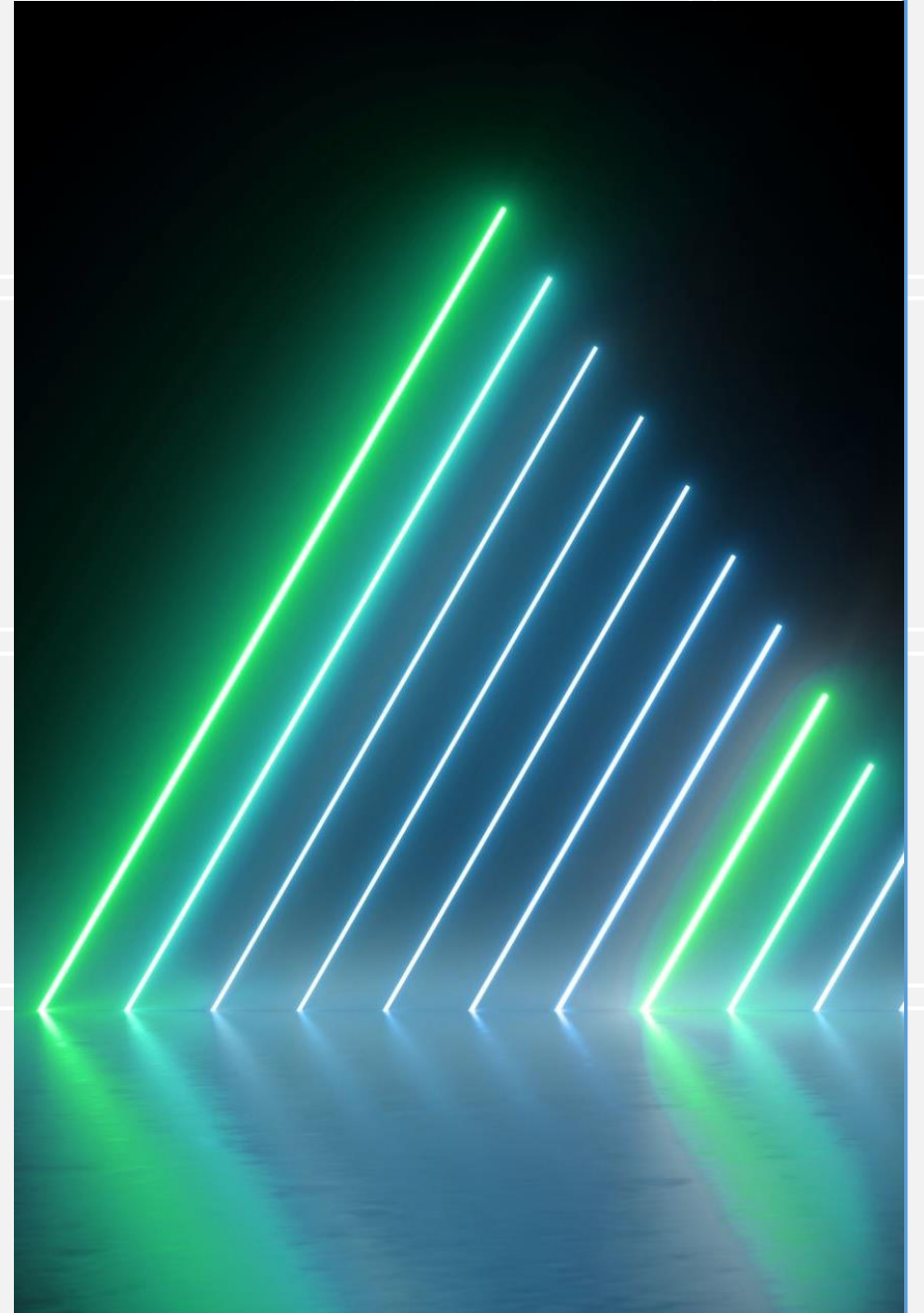
It IS NOT a competition!
It IS a collaboration
between parents
(sometimes
grandparents too),
to do what is best for the kids.



THE THREE TYPES CO-PARENTING

When parents divorce or break-up and engage in co-parenting relationships, researchers have identified three major types of co-parental relationships:

- 1) parallel parenting, which is the most common (occurring more than 50% of the time),
- 2) conflicted co-parenting, and
- 3) cooperative co-parenting (both of which occur around 25% of the time).



Parallel Co-parenting

- **Parents engaged in *parallel co-parenting*** tend to have low conflict and communication, be emotionally disengaged from one another, and have little coordination of childrearing issues with each parent operating in their own domain. Basically, each household operates independently and there may or may not be consistency for the children between homes. If there is — it is purely chance since the parents are not actively discussing it.

Conflicted Co-parenting

- ***Conflicted co-parenting*** is characterized by frequent conflict as well as poor communication and failure of one or both former partners to disengage emotionally (or are emotionally reactive). This style may be most harmful to children since research shows that it is the level of conflict in the family that contributes to negative outcomes for children (and not whether your family is intact or divorced/separated).

Cooperative Co- parenting

- ***Cooperative co-parenting***, is the most advantageous for children and is characterized by joint planning, coordination and some flexibility in parenting schedules, and offers of parental support to each other. It is conflict-free and involves the ability of the parents to resolve differences on their own or with mediators or therapists. This type of co-parenting helps promote resiliency in children affected by divorce and parent break-up.

TWO TYPES OF CO-PARENTING RELATIONSHIPS

There are two types of co-parenting relationships. These **include high-functioning/secure relationships and low-functioning/sabotaging relationships.**



HIGH FUNCTIONING/SECURE REALTIONSHIPS

A high-functioning co-parenting relationship often results in children who are emotionally resilient, adaptive, and willing to take appropriate risks.

Children in high-functioning situations have adults in their lives who are willing to show up for them when they need it. They also have more access to resources like time and help with schoolwork. When this is the case, children typically develop secure attachment styles because they feel loved and safe.

LOW FUNCTIONING/ SABOTAGING RELATIONSHIPS

A low-functioning co-parenting relationship could result in children who are fragile, emotionally anxious, avoidant, or have a chaotic attachment style. These children may experience emotional wounds, be prone to addiction, have weakened immune systems, and experience difficulties connecting to future romantic partners.

Benefits of Healthy Co-Parenting Relationships

- Although it is not always easy, a healthy, respectful [co-parenting relationship](#) is entirely possible with intention and patience. This means that all of the adults involved in your child's life communicate calmly and respectfully.
- They also pay support on time, honor pick-up and drop-off times, return items like clothing, toys, and books, and don't use the kids as conduits for information. They also collaborate on scheduling conflicts and speak positively about the other adults in the child's life.
- Another hallmark of healthy co-parenting relationships is that each parent views childrearing as a team effort.¹ For instance, payments for extracurricular activities or school functions are split as equitably as possible. What's more, both parents are mindful of not taking advantage of one another.
- High-functioning relationships also allow kids to transition from one house to another without drama. They also feel safe having a relationship with both parents. Children should never be exposed to an adult's negative feelings about the divorce or their former partner. They only need to know they are loved and safe.

Benefits of Healthy Co-Parenting Relationships

Biological parents should express appreciation for the step-parents' help and support. When all these attributes are present, children grow up trusting that the adults in their lives will put their emotional well-being and safety ahead of parental anger, jealousy, or vindictiveness.

By creating a collaborative co-parenting environment, your children are more likely to be emotionally healthy and resilient. They thrive when they know they have a safe, loving haven at *both* homes where they are seen, heard, and feel a sense of belonging.

WHY CO-PARENTING?

- Child development research on the role of fathers has shown the importance of dads and how they influence children, including self-control, cognitive growth, and social and emotional competence.



WHY CO-PARENTING?

- ❑ An analysis of over 100 studies on parent-child relationships found that having a loving and nurturing father was as important for a child's happiness, well-being, and social and academic success as having a loving and nurturing mother.





MDRC RESEARCH ON FATHERHOOD AND FAMILY POLICY AND PROGRAMS A DECADE AGO

- Relationship skills approaches have shown benefits for couples' relationship quality, co-parenting skills, fathers' engagement in parenting, and children's well-being.
- Parents' relationships should be a fundamental consideration in future programs to increase low-income fathers' engagement with their children.
- Whether parents live together or not, most children are likely to benefit from having a relationship with their parents.

**CO-PARENTING
RELATIONSHIP
EXPERIENCES OF
BLACK
ADOLESCENT
MOTHERS IN
ACTIVE
ROMANTIC
PARTNERSHIPS
WITH THE
FATHERS OF
THEIR CHILDREN**

An interpretive description study of co-parenting relationship experiences of romantically involved Black adolescent mothers and fathers with shared biological children.

Co-parenting couples managed very complex relationships, but their mutual interest in the welfare of their children was found to be a relational asset. Co-parents had sparse financial resources but used a moral economy strategy to provide mutual support.

©2015 Journal of Family Nursing



CO-PARENTING RELATIONSHIP EXPERIENCES OF BLACK ADOLESCENT MOTHERS IN ACTIVE ROMANTIC PARTNERSHIPS WITH THE FATHERS OF THEIR CHILDREN

Key Finding and Conclusion

Black adolescent mothers and fathers may have co-parenting relationship assets that can be better harnessed through supportive and developmentally and culturally appropriate family services. The mothers' and fathers' love for their child reflects a strong emotional bond that is likely to remain intact even when their romantic feelings for each other erode. This is a major window of opportunity for therapeutic family engagement of the mother and father as each may be inclined to participate if they believe it will benefit their child. Such interventions may benefit from focusing on supporting the “co-parenting” relationship and working with adolescents to develop resilience strategies to sustain the co-parenting relationship even if the romantic relationship dissolves.



Developing Better Co-Parenting Relationships.

Before parents can improve their co-parenting relationship, they need to determine

- Which type of co-parental relationship they have,
- Which type they want, and
- Which type is possible for their situation.

While cooperative co-parenting is the gold standard, oftentimes it is not possible or recommended for many reasons. Perhaps because one or more of the parents is not interested in or able to change how they interact or there is active substance abuse, domestic violence, long-term estrangement, or potential conflict with a new romantic partner—just to name a few examples.

MEASURES OF IMPROVEMENT IN CO-PARENTING RELATIONSHIPS

Whatever the current co-parenting style, there is usually room for improvement and participating in therapeutic counseling is one way in which co-parents can work toward

1. Improved communication,
2. Lower-Levels of conflict, and
3. The development of healthier ways and means to interact in order to reduce the negative effects on their children.

The Value of Shared Parenting

- In 54 studies of shared parenting—absent situations in which children needed protection from an abusive or negligent parent even before their parents separated—children in shared-parenting families had better outcomes than children in sole physical custody families. The measures of well-being included: academic achievement, emotional health (anxiety, depression, self-esteem, life satisfaction), behavioral problems (delinquency, school misbehavior, bullying, drugs, alcohol, smoking), physical health and stress-related illnesses, and relationships with parents, stepparents, and grandparents.

Dr. Linda Nielsen is a professor of Adolescent and Educational Psychology at Wake Forest University.



What effects does separation have on children?
What About the Kids?
What effects does separation have on children?

**Emotions
Children
may not be
able to
express
themselves.**

Blame themselves

Feel Abandoned

Feeling that the other parent is
going to leave them

Anger Adjustment Period

How Separation Effects Boys

Studies Show That Boys Tend To:

- Act out their anger, frustration, and hurt.
- Fight more with peers & parents.
- Get into trouble at school.

How Separation Effects Girls

- Internalize their distress.
- They may become depressed,
- Develop headaches or stomach aches—
- Changes in their eating and sleeping patterns.

Effects of Separation on Infants and Toddlers

- Become fussy and demanding.
- Reacts to parents' intense emotions.
- Slow to gain weight.
- Regression (things already learned)
- **Steps To Take**
 - Maintain your baby's regular routine.
 - Smile, cuddle, and play.
 - Continue to meet your child's everyday needs.
 - Be consistent, and work with your child daily.

Effects of Separation on Preschool Children

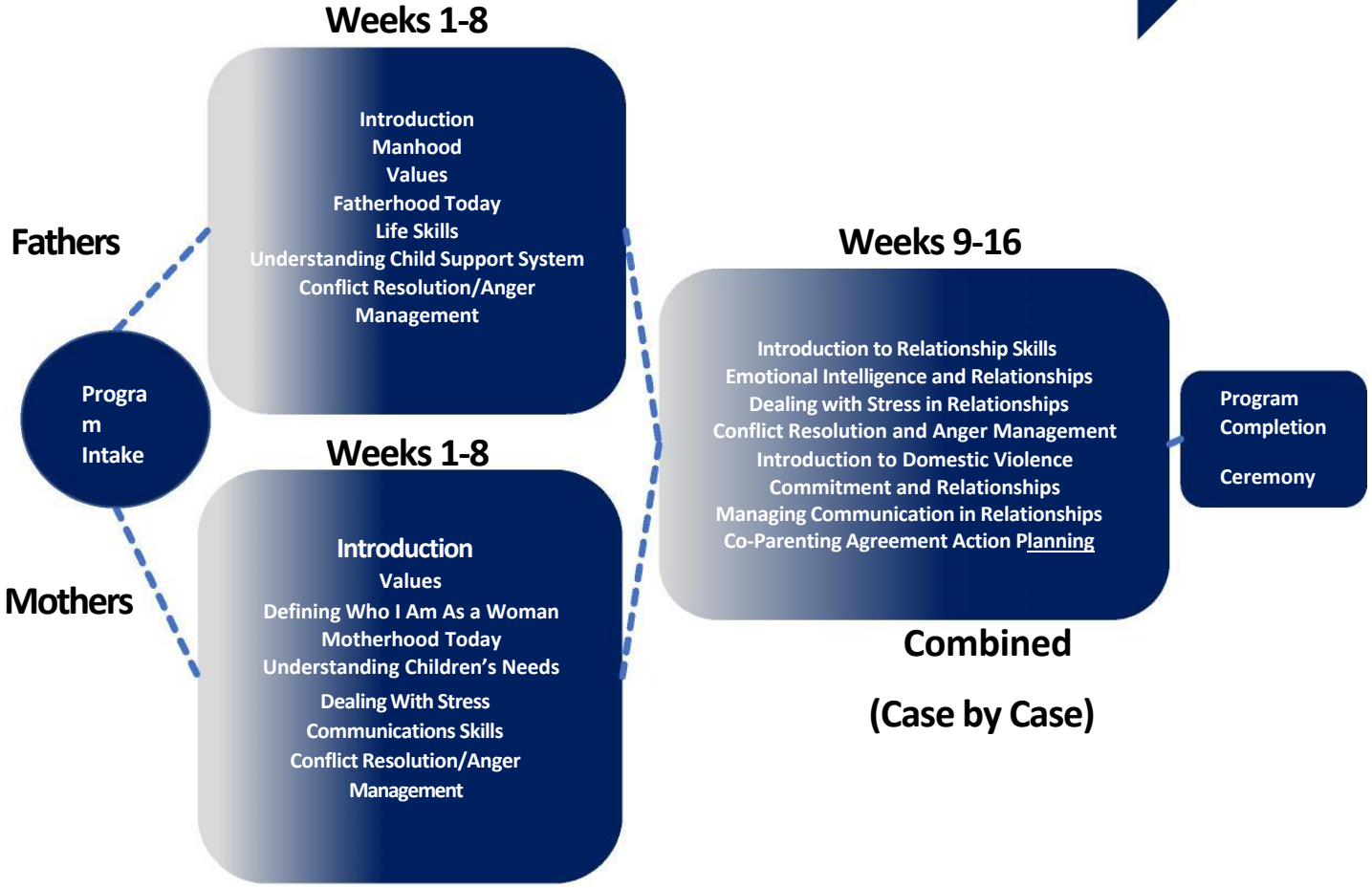
- No concept of separation.
- Separation Anxiety.
- Night Terrors
- **Steps To Take**
- Explain that daddy and mommy do not live together.
- Tell them that you will pick them up on Saturday, circle calendar. (Give a picture in a wallet.
- Consistency/Routine.

ENHANCING PARENTING SKILLS THROUGH EFFECTIVE CO-PARENTING RELATIONSHIPS CURRICULUM



Parents' relationships should be a fundamental consideration in future fatherhood and motherhood programs to increase their children's fathers' involvement.

Co-Parenting Curriculum Implementation Model



ENHANCING PARENTING SKILLS THROUGH EFFECTIVE CO-PARENTING RELATIONSHIPS CURRICULUM

The NPCL Co-Parenting Curriculum combines three NPCL Curriculums;

- *Fatherhood Development*
- *Working with Young Mothers*, and
- *Relationship Skills for Strong Families*.

All three curricula have been **successfully implemented** over the last 30 years **by NPCL and its partners** in national and state-wide **demonstration projects**, targeting low-income fathers, mothers, and couples.

The curriculum emphasizes the importance of:

- developing/maintaining healthy relationships among unmarried and never-married parents
- developing cooperative co-parenting plans.

ENHANCING PARENTING SKILLS THROUGH EFFECTIVE CO-PARENTING RELATIONSHIPS CURRICULUM

*CURRICULUM
HIGHLIGHTS:*

*DIVIDED INTO THREE
MODULES AND
INCLUDES A GUIDE TO
IMPLEMENTATION AND
ASSESSMENT PACKAGE*

FATHERHOOD

MOTHERHOOD

RELATIONSHIPS

ENHANCING PARENTING SKILLS THROUGH EFFECTIVE CO- PARENTING RELATIONSHIPS CURRICULUM

CURRICULUM HIGHLIGHTS:

MODULE I: FATHERHOOD DEVELOPMENT

- Introduction to Fatherhood Development
- Manhood
- Coping with Discrimination
- Values
- Fatherhood Today
- Active Listening
- Understanding the Child Support System
- Conflict Resolution and Anger Management
- Relationships

ENHANCING PARENTING SKILLS THROUGH EFFECTIVE CO-PARENTING RELATIONSHIPS CURRICULUM

CURRICULUM HIGHLIGHTS:

MODULE II: YOUNG MOTHERS AND PARENTING

- Introduction to Young Mothers and Parenting
- Values
- Defining Who I Am As A Woman
- Motherhood Today
- Understanding Children's Needs
- Dealing with Stress
- Active Listening
- Relationships
- Conflict Resolution and Anger Management

ENHANCING PARENTING SKILLS THROUGH EFFECTIVE CO-PARENTING RELATIONSHIPS CURRICULUM

MODULE III: RELATIONSHIP SKILLS FOR STRONG FAMILIES

- Introduction to Relationship Skills for Strong Families
- Emotional Intelligence and Relationships
- Dealing With Stress in Relationships
- Conflict Resolution and Anger Management
- Introduction to Domestic Violence
- Commitment and Relationships
- Managing Communication in Relationships

CURRICULUM HIGHLIGHTS:

THE FOUR CURRICULUM DOMAINS

- **Personal Development (introspection)** - Values, Manhood, Womanhood, What's It Been Like-sorting out how we were raised and the roots of rage-adverse childhood experiences (ACE's)
- **Life Skills (skills for daily life)** - Active Listening, Coping with Discrimination, Dealing with Stress
- **Parenting (priorities as responsible adults)**-Characteristics of Responsible Mothers and Fathers, Understanding A Father's Influence, How Well Do I Know My Children, Understanding Child Support
- **Relationships (the importance of relationship management and maintenance of support systems)**-No Man Is An Island, No Woman Is An Island, Conflict Resolution and Anger Management, Emotional Intelligence Domestic Violence, Healthy Cooperative Co-Parenting

Experiential Learning Cycle

- RATHER THAN LECTURING YOUNG MEN AND TELLING THEM HOW TO LIVE THEIR LIVES, THE CURRICULUM SETS UP ACTUAL EXPERIENCES THAT ENABLE MEN TO DRAW THEIR OWN CONCLUSIONS, EXAMINE THEIR OWN ATTITUDES, GET EXCITED ABOUT NEW IDEAS, SEE SKILLS IN ACTION, LEARN FROM OTHER FATHERS, AND PRACTICE NEW WAYS OF RELATING TO THEIR CHILDREN.

The Experiential Learning Cycle

The experiential learning cycle encourages new ways of knowing constructed from multiple experiences.



FACILITATION

Facilitating and Coaching: Tips and Techniques

Grace L. Duffy, Cathy Montgomery, and John W. Moran

(Originally published in Applications and Tools for Creating and Sustaining Healthy Teams, 2011)

Facilitation is used in a variety of contexts including training, experiential learning, conflict resolution, and negotiation.

Facilitation is the process of helping groups or individuals learn, find a solution or reach consensus without imposing or dictating an outcome.

Facilitation empowers individuals or groups to learn for themselves or to find their own answers to problems without control or manipulation.

Facilitators need good communication skills, including listening, questioning, and reflecting.

FACILITATION AND COACHING

Coaching is defined as partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential. Facilitation and coaching are closely related.

Both facilitators and coaches strive to get clients or teams to improve performance. Coaching is slightly more directive than facilitation. The distinction between facilitation and coaching often becomes blurred. At times, a group is led through facilitation to a resolution. At other times, directive coaching is necessary in order to get the group moving.

FACILITATION AND COACHING

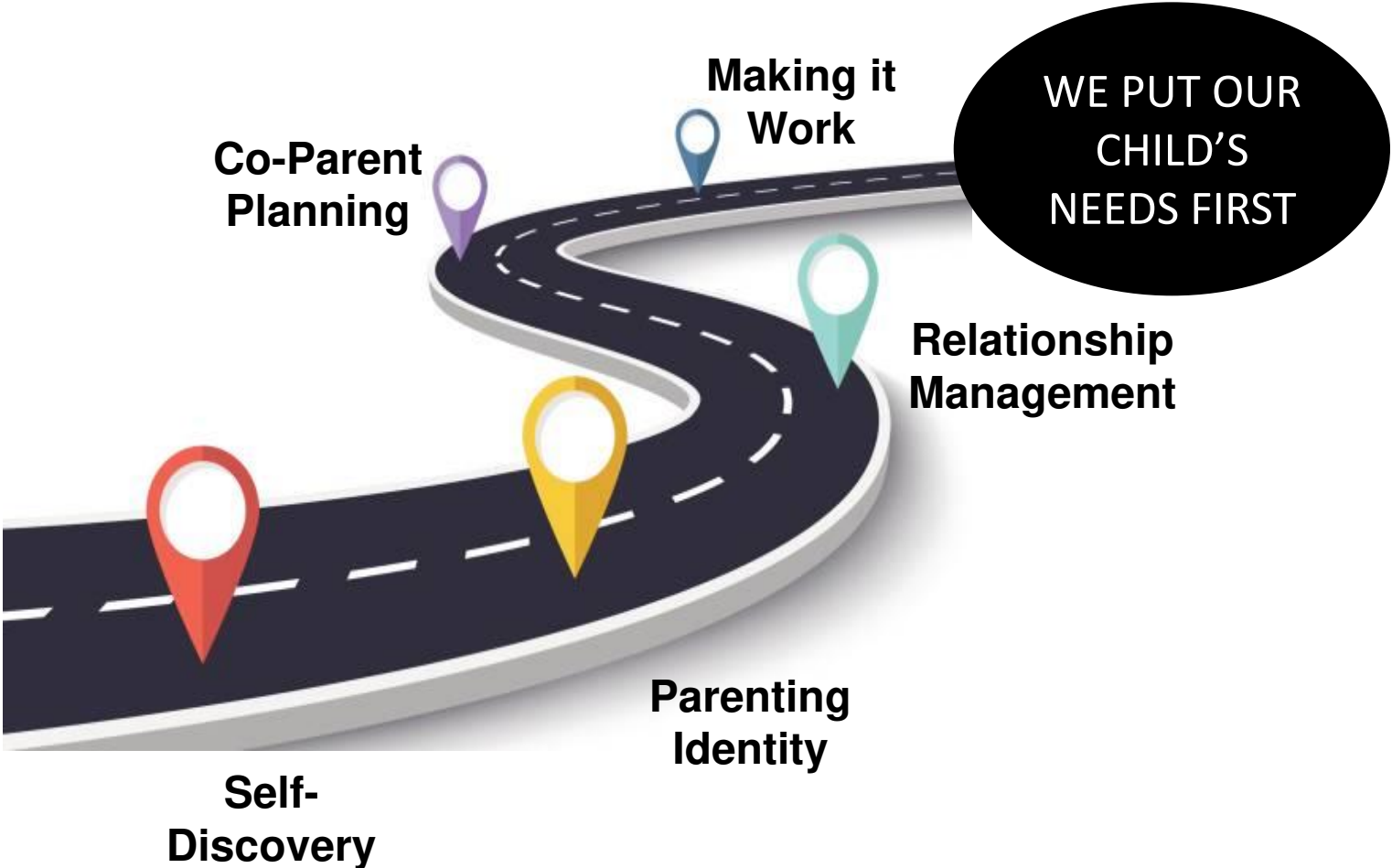
The goal of facilitation and coaching is to establish trust, build rapport and open communication, clarify key roles and responsibilities, and establish goals. An effective personal development plan and a mentoring agreement should be created between the facilitator/coach and the individual.

Facilitation and coaching are as much arts as sciences. They are skills honed through hands-on experience interacting with individuals in a development process. Those who accept the role of a facilitator or coach must understand the natural behaviors of the individuals who they are assisting to their goals.



'YOUR JOURNEY TO CO-PARENTING'

AUTHORS: DR. JEFFERY JOHNSON AND MONICA M. JOHNSON



YOUR JOURNEY TO CO- PARENTING

PARENT'S BOOK

- offers a jump-start to unmarried and never-married parents
- particularly crucial for never-married parents. They have to develop co-parenting plans on their own



YOUR JOURNEY TO CO-PARENTING

There are three sections in the book. The **first section**, Chapters 1-4, focuses on mothers, including how they define themselves as women and mothers, and develop an understanding of their children

YOUR JOURNEY TO CO-PARENTING

Section two, Chapters 5-10, focuses on fathers, including how they see themselves as men and fathers, how to cope with discrimination, how to be a responsible dad, relationships.

YOUR JOURNEY TO CO-PARENTING

Section three, Chapters 11-17, focuses on co-parenting and how to keep children first. Additionally, the section includes: planning for effective co-parenting relationships, co-parenting when circumstances change.

YOUR JOURNEY TO CO-PARENTING

Parents reading this book will get unique insights and **opportunities for self-assessment, discussion, reflection and planning**, as they work through the suggested exercises.

The authors sincerely believe that every child has rights beginning at conception...referred to in the book as the **Children's Bill of Rights**.

When unmarried and never-married parents commit to effective co-parenting, their **children** have more opportunity to grow, develop and **reach their highest human potential**.

SELF-DISCOVERY

Understanding Who I Am

Personal Characteristics

- Take stock of your talents, gifts, and other good qualities about yourself
- Consider areas where you may need to improve

Motivation & Values

- Think about what motivates you, what makes you happiest, and what you enjoy
- What characteristics are most important to you in your close relationships?

Environment

- Identify those things about your current surroundings or situation that you can control e.g., who you confide in or hang out with, how you conduct yourself, use of protection during sexual intercourse, your decision to be a responsible and loving parent
- What do you need help with to make your current situation better?

PARENT IDENTITY

Becoming the Parent I Want to Be

Parenting Goals

- Assess your willingness to be the best parent you can be
- Ask yourself, do I have the necessary qualities and characteristics to be the parent I want to be to my child? e.g., caring, dependable, trustworthy, loving, supportive

Knowledge & Behavior

- Learn the different stages of child development
- Develop your child's trust in you as a parent
- Get to know your child and what is unique about them
- Understand your child's needs and wants, likes and dislikes

Improving Interactions with My Child

- Early ages learn through play; play with your child often
- Talking/reading/singing to babies/toddlers helps their brain development
- As your child grows, be present, reliable and show them you care; Stay engaged: teach them, play games/sports, help with homework, show interest

WE PUT
OUR
CHILD'S
NEEDS
FIRST

Managing Key Relationships

Your Support Network

- Identify those people in your life who are willing and able to help you. Who can you rely on, when needed?
- Who is in your "village" is an essential part of the solution, that may change over time

Managing Conflict

- In order to have and maintain a healthy relationship with your co-parent, you must be able to recognize red flags and avoid statements and behaviors that cause unnecessary tension and strife
- Having a zero tolerance for verbal or physical abuse is a priority
- Understand that anger is an emotion and violence is a behavior

Assess Your Relationship Status

- Where is your relationship with your child's other parent now? e.g., Messed Up, Functional, Fantastic
- Both parents should be viewed as *equally capable* when it comes to the care of their child; this mindset enables parents to work better towards a healthy relationship

Mastering Your Journey

Plans

- Create a plan for your child: daily care, medical, school, discipline, transportation, holiday schedule
- Agree to encourage and support your child's educational and extracurricular activities
- Be willing to compromise, when needed

Ground Rules

- Recognize the co-parent's value to your child's well-being
- Set healthy boundaries & stick to them
- Avoid drama at school & special events

Communication

- Be brief, direct and friendly when communicating important information
- Avoid discussing each other in a negative manner, when the child is present

Priorities

- Make decisions based on your child's best interest
- Sacrifice for their health, safety, growth and development

RELATIONSHIP MANAGEMENT

HEALTHY STATE CO-PARENTING LEARNING ACADEMY game

CO-PARENTING

Satisfaction Survey

Your feedback is extremely valuable and will help ensure our offerings meet your support needs!

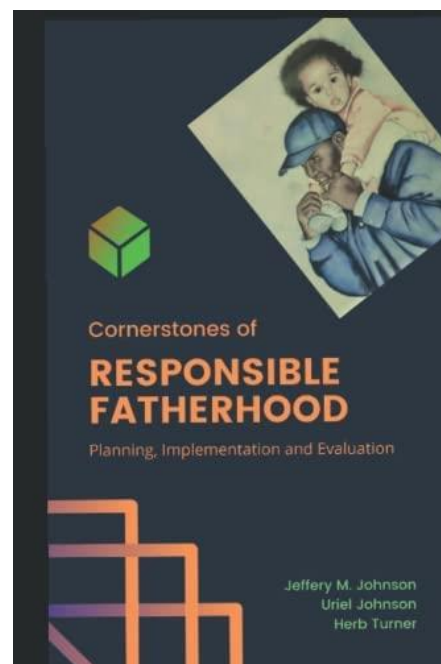


Cornerstones of Responsible Fatherhood: Planning, Implementation, and Evaluation

By: Jeffery Johnson, Uriel Johnson, and Herb Turner

The TA & Support Center is pleased to provide one copy of this book to each Healthy Start grantee that attend **majority** of the Co-Parenting Learning Academy.

To request a copy, please complete the request form by following the link in the chat box or scanning the QR code.



Next Co-Parenting Learning Academy: Co-Parenting Among Unmarried Parents: A Case Study

Thursday, March 16

3:00pm – 4:30pm ET

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Thank you!

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