AAPI-2 and the NSCS:
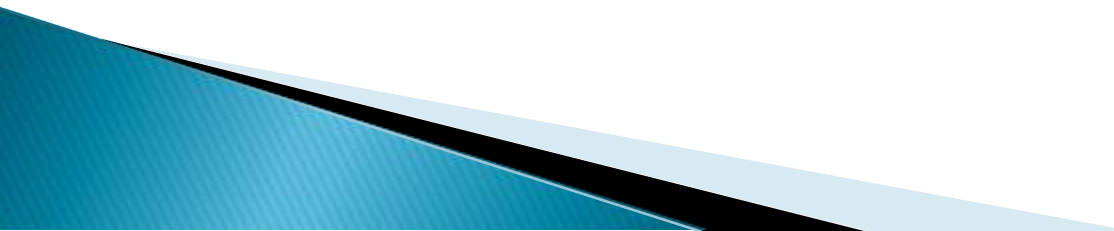## Assessment, Evaluation and Research for Program Effectiveness

Stephen J. Bavolek, Ph.D.

The Nurturing Parenting Programs®
Creating a Caring World Through Nurturing

Assessments

- AAPI-2: the Adult-Adolescent Parenting Inventory

- NSCS: the Nurturing Skills Competency Scales
- PARTI: Parenting Attitudes about Raising Teenagers Inventory

Program Assessment and Evaluation
Assessing Parenting Beliefs, Attitudes and Knowledge

PRE   Before the program begins. Pretest data are gathered during the first session to assess entry level skills.

PROCESS   During the Program. Process data are gathered during the program to monitor the success rate of the families.

POST   After the program ends. Posttest data are gathered during the last session of the program to assess exit level skills and knowledge.

Pre and Posttest Data

1. Adult-Adolescent Parenting Inventory (AAPI-2)

2. Nurturing Skills Competency Scale (NSCS)
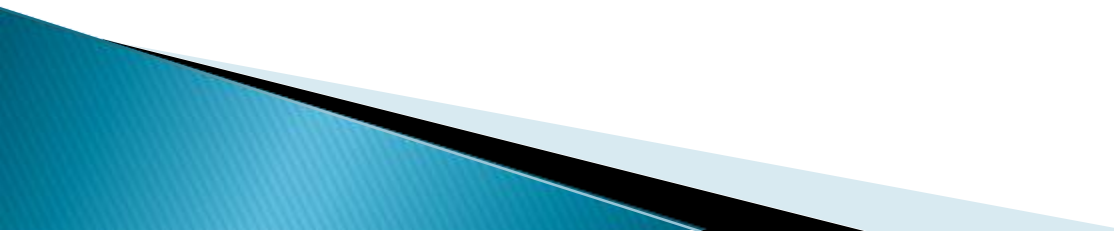
Process Data

1. Family Nurturing Plan (Staff)

2. Session Reports

3. Home Practice Assignments

4. Family Nurturing Journal (Parents)

5. Session Competency and Evaluation Forms

Workbook pg. 34

Adult-Adolescent Parenting Inventory

The AAPI-2.5 is an inventory designed to assess the parenting and child rearing beliefs of adult and adolescent parent and pre-parent populations.

Nurturing Skills Competency Scale
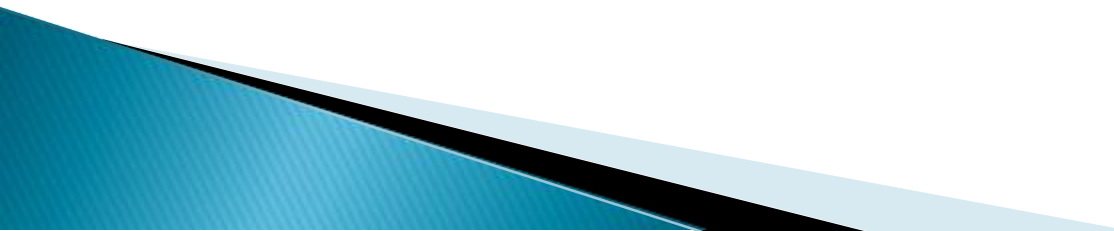
▸ The NSCS is a self-report inventory designed to assess the "quality of life" issues families face when applying new parenting skills. It has editions tailored to different developmental stages, including prenatal, birth to five, school-age, and teen parents with adolescents. The NSCS helps identify conditions that may lead to the occurrence or recurrence of child maltreatment, providing valuable insights for both families and professionals.

Successful Administration of the Adult-Adolescent Parenting Inventory® AAPI-2

Nearly1 million inventories administered during the past 35 years

Adult-Adolescent Parenting Inventory

The AAPI-2 is made up of five "Constructs" that form the items and subscales:

Construct A   Inappropriate Expectations of Children

Construct B   Inability to Demonstrate Empathy towards Children's Needs

Construct C   Strong Parental Belief in the Use of Corporal Punishment

Construct D   Reversing Parent-Child Family Roles

Construct E   Oppressing Children's Power and Independence

Adult- Adolescent Parenting Inventory

- Responses to the AAPI-2 provide and index of risk for practicing parenting behaviors in each of the five parenting constructs.

- **Responses fall into three levels of risk:**

  Low

  Moderate

  High
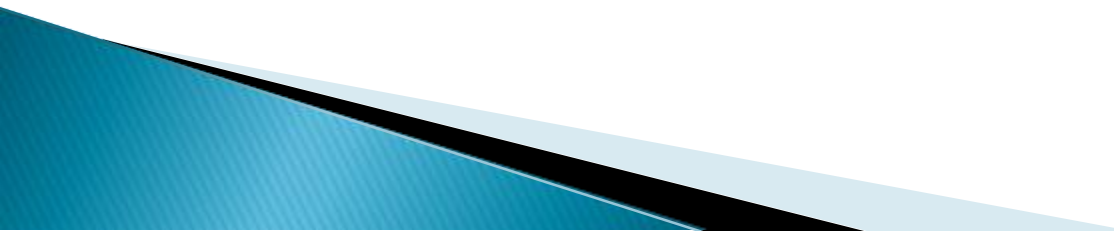
Validity and Reliability of AAPI-2

▸ Abusive parents (male and female) express significantly ($p<.001$) more abusive beliefs than non-abusive parents (male and female).

Validity and Reliability of AAPI-2

▸ Males, regardless of status (abusive or non-abusive) express significantly (p<.001) more abusive parenting beliefs than females.

Validity and Reliability of AAPI-2

- Adolescents (male and female) with histories of being abused express significantly (P<.001) more abusive parenting beliefs than non-abused adolescents (male or female).

Workbook pg. 36

Validity and Reliability of AAPI-2

▸ Male adolescents express significantly (P<.001) more abusive parenting beliefs than female adolescents.

Workbook pg. 36

Validity and Reliability of AAPI-2

▸ Adolescents, both male and female express significantly (p<.001) more abusive parenting beliefs than adults, both male and female.

Validity and Reliability of AAPI-2

Each of the five parenting constructs of the AAPI-2, forming the five sub-scales of the inventory, show significant diagnostic and discriminatory validity.

The Form

- AAPI 2.5

AAPI Parenting Profiles PRE TEST

The following are samples of
PRE TEST
AAPI-2 Parenting Profiles

Adult-Adolescent Parenting Inventory - 2.1

Stephen J. Bavolek, PhD and Richard G. Keene, PhD

Parenting Profile – PARENT Version

www.assessingparenting.com

Name: Ida DonnaNeedHelp   Agency Client ID (optional): _____   Date: 01/12/2022

City: Jacksonville   State/Province: FL   Country: US

Sex: Female   Norm table used: ADULT   Assessment ID: 2018023

Notes:
```
Program "Facilitator training"
Form A completed 01/12/2022
```

RANGE OF SCORES

Parenting Construct	Raw Score	Sten Score	LOW SCORE DESCRIPTION	BELOW AVERAGE 1 2 3	LOW AVERAGE 4 5 6	HIGH 7	ABOVE AVERAGE 8 9 10	HIGH SCORE DESCRIPTION
A	12.0	2	**Expectations of Children** Your answers in this area indicate you could benefit by: gaining a greater understanding of a child's growth and development; gaining a greater understanding of the importance of allowing children to exhibit normal developmental behaviors (i.e. a two-year-old saying "mine!"); seeing yourself more positively as a caregiver.	1 **2** 3	4 5 6	7	8 9 10	**Expectations of Children** Your answers in this area indicate: You have an understanding of a child's growth and development; you understand the importance of allowing children to exhibit normal developmental behaviors (i.e. temper tantrums); you believe in supporting children; your idea of yourself as a caregiver is positive.
B	29.0	1	**EMPATHY** Your answers in this area indicate you could benefit by: gaining a greater understanding of a child's needs; gaining a greater understanding of techniques to encourage a child's positive growth; reducing your personal and parenting stress.	**1** 2 3	4 5 6	7	8 9 10	**EMPATHY** Your answers in this area indicate: You understand and value a child's needs; you recognize feelings of children; you understand the importance of encouraging a child's positive growth; you understand the importance of communicating with children.
C	27.0	1	**DISCIPLINE** Your answers in this area indicate you could benefit by: gaining a greater understanding of non-physical discipline techniques (i.e. time-out); gaining a greater understanding of the importance of including all the family in family rules.	**1** 2 3	4 5 6	7	8 9 10	**DISCIPLINE** Your answers in this area indicate: You have an understanding of the alternatives to corporal punishment (i.e. spanking); you understand the importance of including all the family in establishing family rules and that the rules are for the family not just the child; you value a mutual parent-child relationships; you respect children and their needs.
D	23.0	4	**FAMILY ROLES** Your answers in this area indicate you could benefit by: increasing your own support system (to gain comfort, support, and companionship from friends); gaining a greater understanding of family roles.	1 2 3	**4** 5 6	7	8 9 10	**FAMILY ROLES** Your answers in this area indicate: You understand that a parent needs to find comfort, support, and companionship from their friends, not their children; you understand the importance of being responsible for your own behavior; you understand the value of a caregiver feeling worthwhile as a person; you understand that children should be allowed to express themselves.
E	14.0	1	**POWER & INDEPENDENCE** Your answers in this area indicate you could benefit by: gaining a greater understanding of the use of compromise with children; gaining a greater					**POWER & INDEPENDENCE** Your answers in this area indicate: You understand the value of empowering children to make good choices; you have an understanding of encouraging

AAPI Parenting Profiles POST TEST

The following are samples of
POST TEST
AAPI-2 Parenting Profiles

Adult-Adolescent Parenting Inventory - 2.1

Stephen J. Bavolek, PhD and Richard G. Keene, PhD
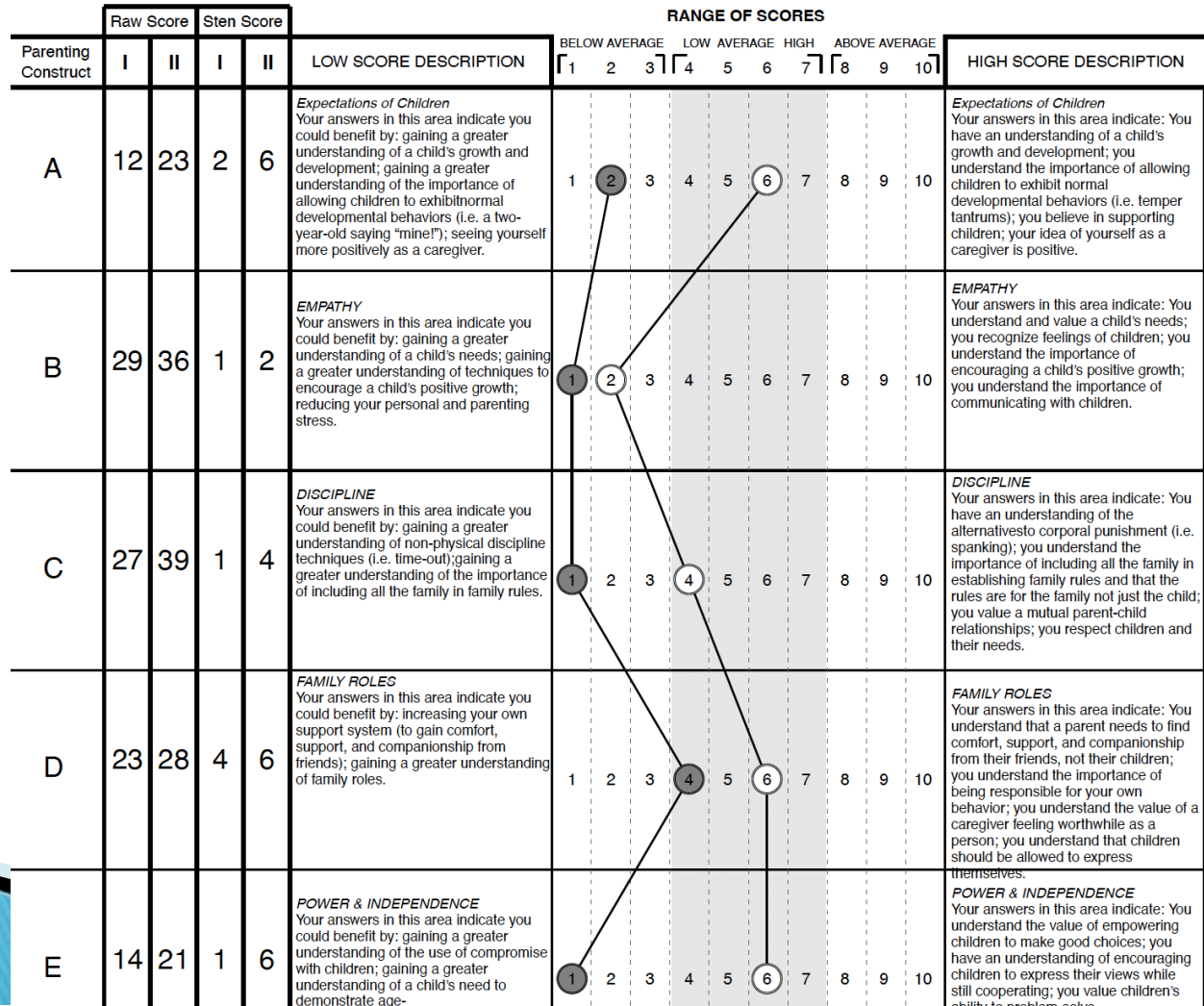
AAPI-2.1 Parenting Profile

Name: **Ida DonnaNeedHelp**   Agency Client ID (optional): ____   Date: **01/12**
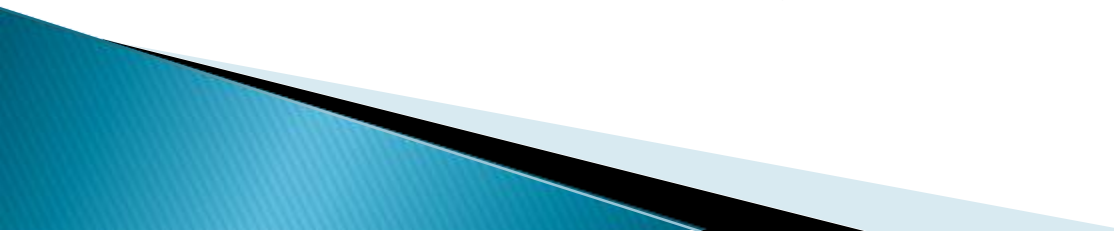
City: **Jacksonville**   State/Province: **FL**   Country: **US**
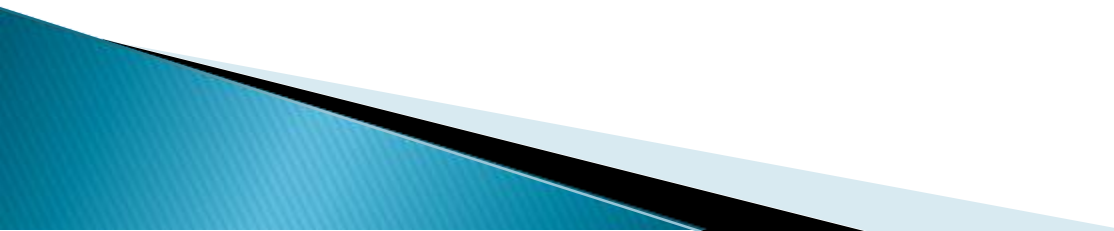
Sex: **Female**   Norm table used: **ADULT**

Notes:
```
Program "Facilitator training"
Form A completed 01/12/2022
```

Parenting Construct	Raw Score I	Raw Score II	Sten Score I	Sten Score II	LOW SCORE DESCRIPTION	RANGE OF SCORES	HIGH SCORE DESCRIPTION
A	12	23	2	6	**Expectations of Children** Your answers in this area indicate you could benefit by: gaining a greater understanding of a child's growth and development; gaining a greater understanding of the importance of allowing children to exhibit normal developmental behaviors (i.e. a two-year-old saying "mine!"); seeing yourself more positively as a caregiver.	1 (2) 3 4 5 (6) 7 8 9 10	**Expectations of Children** Your answers in this area indicate: You have an understanding of a child's growth and development; you understand the importance of allowing children to exhibit normal developmental behaviors (i.e. temper tantrums); you believe in supporting children; your idea of yourself as a caregiver is positive.
B	29	36	1	2	**EMPATHY** Your answers in this area indicate you could benefit by: gaining a greater understanding of a child's needs; gaining a greater understanding of techniques to encourage a child's positive growth; reducing your personal and parenting stress.	(1) (2) 3 4 5 6 7 8 9 10	**EMPATHY** Your answers in this area indicate: You understand and value a child's needs; you recognize feelings of children; you understand the importance of encouraging a child's positive growth; you understand the importance of communicating with children.
C	27	39	1	4	**DISCIPLINE** Your answers in this area indicate you could benefit by: gaining a greater understanding of non-physical discipline techniques (i.e. time-out); gaining a greater understanding of the importance of including all the family in family rules.	(1) 2 3 (4) 5 6 7 8 9 10	**DISCIPLINE** Your answers in this area indicate: You have an understanding of the alternatives to corporal punishment (i.e. spanking); you understand the importance of including all the family in establishing family rules and that the rules are for the family not just the child; you value a mutual parent-child relationships; you respect children and their needs.
D	23	28	4	6	**FAMILY ROLES** Your answers in this area indicate you could benefit by: increasing your own support system (to gain comfort, support, and companionship from friends); gaining a greater understanding of family roles.	1 2 3 (4) 5 (6) 7 8 9 10	**FAMILY ROLES** Your answers in this area indicate: You understand that a parent needs to find comfort, support, and companionship from their friends, not their children; you understand the importance of being responsible for your own behavior; you understand the value of a caregiver feeling worthwhile as a person; you understand that children should be allowed to express themselves.
E	14	21	1	6	**POWER & INDEPENDENCE** Your answers in this area indicate you could benefit by: gaining a greater understanding of the use of compromise with children; gaining a greater understanding of a child's need to demonstrate age-	(1) 2 3 4 5 (6) 7 8 9 10	**POWER & INDEPENDENCE** Your answers in this area indicate: You understand the value of empowering children to make good choices; you have an understanding of encouraging children to express their views while still cooperating; you value children's ability to problem solve

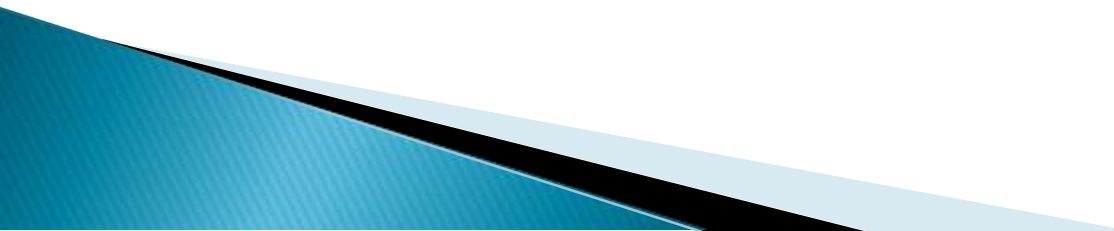Range of scores legend: BELOW AVERAGE (1 2 3) | LOW AVERAGE HIGH (4 5 6 7) | ABOVE AVERAGE (8 9 10)

Discussing Results

- **Focus on Growth, Not Judgment**
- Present the AAPI-2.5 as a **tool for personal growth**, not an evaluation of parenting success or failure.
- Emphasize that the inventory highlights **areas of strength** and **opportunities for development** in parenting attitudes.
- Reinforce that **many parents** have similar challenges, and change is both possible and supported through nurturing education.

Highlight the Purpose of the Assessment

- Explain that the AAPI-2.5 is designed to help identify parenting beliefs that could affect the **parent-child relationship**, not to label or stigmatize.
- Share how understanding their results can lead to **healthier, more positive connections** with their children.
- Frame the results as a **starting point** for building new skills, not as a final verdict.
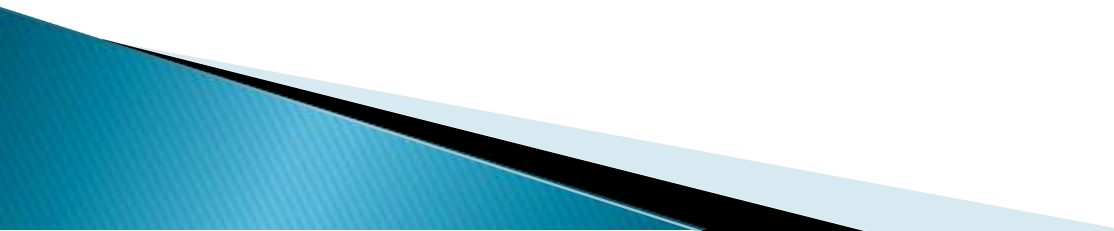
Use Strength-Based Language

- Acknowledge areas where the parent is doing well, even if small, to build trust and rapport.
- Discuss areas of concern in terms of **potential growth**, using phrases like:
  - "This shows where you could develop even stronger connections with your child."
  - "This might be an area where new tools could really help reduce stress at home."
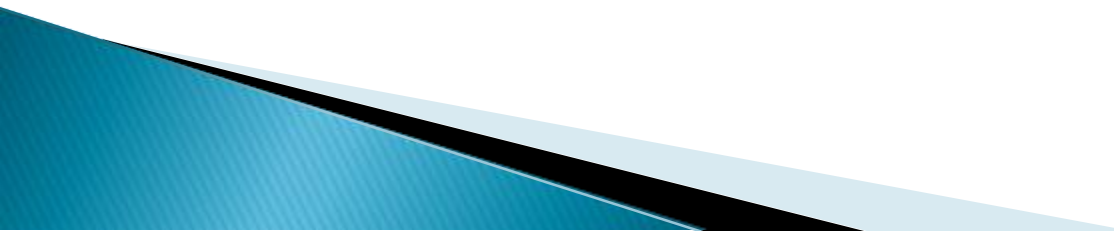
Connect Results to Real-Life Benefits

- Relate the constructs to **real-life parenting challenges**:
  - "Improving empathy skills can help reduce power struggles."
  - "Adjusting expectations can make daily routines feel less overwhelming."
- Emphasize that nurturing parenting strategies can lead to **less conflict, stronger bonds, and more confident parenting.**

Normalize the Learning Process

- Reassure parents that needing support is **common** and that even experienced parents benefit from learning new strategies.
- Highlight that a nurturing parenting class isn't about "fixing" parents but about **providing tools** to make parenting easier and more rewarding.

Explain the Class Benefits Clearly

- Share how the nurturing parenting class will:
  - Address the specific areas identified in the AAPI-2.5.
  - Provide **practical, hands-on tools** to improve family dynamics.
  - Offer a **supportive community** of parents who understand similar struggles.

Foster Collaboration

- Position the conversation as a **partnership**:
  - "Let's work together to find ways that feel right for you and your family."
- Invite parents to share their thoughts about the results and any areas they'd like to focus on.

Pre and Posttest
Profile #1

Adult-Adolescent Parenting Inventory - 2
Stephen J. Bavolek, PhD and Richard G. Keene, PhD

AAPI-2 Parenting Profile

Name: ██████████ ID or SS#: 970 Date: 06/03/2006
City: Honolulu State/Province: HI Country: USA
Sex: Female Norm table used: ADULT PARENT

Notes:
Profile I: Program "Ewa Fall 05 SITE 4"-- Form A completed 10/07/2005
Profile II: Program "Ewa Fall 05 SITE 4"-- Form B completed 12/08/2005

STEN RISK SCORES

Parenting Construct	Raw Score I	Raw Score II	Sten Score I	Sten Score II	LOW SCORE DESCRIPTION	STEN (1-10)	HIGH SCORE DESCRIPTION
A	27	18	7	4	INAPPROPRIATE EXPECTATIONS — Expectations exceed developmental capabilities of children. Lacks understanding of normal child growth and development. Self-concept as a parent is weak and easily threatened. Tends to be demanding and controlling.	4, 7	APPROPRIATE EXPECTATIONS — Understands growth and development. Children are allowed to exhibit normal developmental behaviors. Self-concept as a caregiver and provider is positive. Tends to be supportive of children.
B	37	38	3	3	LOW LEVEL OF EMPATHY — Fears spoiling children. Children's normal development needs not understood or valued. Children must act right and be good. Lacks nurturing skills. May be unable to handle parenting stresses.	3	HIGH LEVEL OF EMPATHY — Understands and values childrens needs. Children are allowed to display normal developmental behaviors. Nurture children and encourage positive growth. Communicates with children. Recognizes feelings of children.
C	47	45	6	6	STRONG BELIEF IN VALUE OF CORPORAL PUNISHMENT — Hitting, spanking, slapping children is appropriate and required. Lacks knowledge of alternatives to corporal punishment. Lacks ability to use alternatives to corporal punishment. Strong disciplinarian, rigid. Tends to be controlling, authoritarian.	6	VALUES ALTERNATIVES TO CORPORAL PUNISHMENT — Understands alternatives to physical force. Utilizes alternatives to corporal punishment. Tends to be democratic in rule making. Rules for family, not just for children. Tends to have respect for children and their needs. Values mutual parent-child relationship.
D	18	18	2	2	REVERSES FAMILY ROLES — Tends to use children to meet self-needs. Children perceived as objects for adult gratification. Tends to treat children as confidant and peer. Expects children to make life better by providing love, assurance, and comfort. Tends to exhibit low self-esteem, poor self-awareness, and poor social life.	2	APPROPRIATE FAMILY ROLES — Tends to have needs met appropriately. Finds comfort, support, companionship from peers. Children are allowed to express developmental needs. Takes ownership of behavior. Tends to feel worthwhile as a person, good awareness of self.
E	20	15	5	2	RESTRICTS POWER-INDEPENDENCE — Tends to view children with power as threatening. Expects strict obedience to demands. Devalues negotiation and compromise as a means of solving problems. Tends to view independent thinking as disrespectful.	2, 5	VALUES POWER-INDEPENDENCE — Places high-value on childrens' ability to problem solve. Encourages children to express views but expects cooperation. Empowers children to make good choices.

HIGH RISK: 1 2 3   MEDIUM RISK: 4 5 6 7   LOW RISK: 8 9 10

◉ = Profile I score (Form A, taken 10/07/2005)
◯ = Profile II score (Form B, taken 12/08/2005)

A sten of	1	2	3	4	5	6	7	8	9	10	is obtained
by about	2.3	4.4	9.2	15	19.1	19.1	15	9.2	4.4	2.3	percent of the population.

A sten of	1	2	3	4	5	6	7	8	9	10	or less is obtained
by about	2.3	6.7	15.9	30.9	50	69.1	84.1	93.3	97.7	100	percent of the population.

Pre and Posttest Profile #2

Adult-Adolescent Parenting Inventory - 2
Stephen J. Bavolek, PhD and Richard G. Keene, PhD

AAPI-2 Parenting Profile

Name: ▮▮▮▮▮▮▮   ID or SS#: 971   Date: 06/03/2006

City: Honolulu   State/Province: HI   Country: USA

Sex: Male   Norm table used: ADULT PARENT

Notes:
Profile I: Program "Ewa Fall 05 SITE 4"-- Form A completed 10/07/2005
Profile II: Program "Ewa Fall 05 SITE 4"-- Form B completed 12/08/2005

STEN RISK SCORES

Parenting Construct	Raw Score I	Raw Score II	Sten Score I	Sten Score II	LOW SCORE DESCRIPTION	HIGH RISK / MEDIUM RISK / LOW RISK (1-10)	HIGH SCORE DESCRIPTION
A	16	29	4	10	INAPPROPRIATE EXPECTATIONS — Expectations exceed developmental capabilities of children. Lacks understanding of normal child growth and development. Self-concept as a parent is weak and easily threatened. Tends to be demanding and controlling.	Profile I sten 4; Profile II sten 10	APPROPRIATE EXPECTATIONS — Understands growth and development. Children are allowed to exhibit normal developmental behaviors. Self-concept as a caregiver and provider is positive. Tends to be supportive of children.
B	26	28	1	1	LOW LEVEL OF EMPATHY — Fears spoiling children. Children's normal development needs not understood or valued. Children must act right and be good. Lacks nurturing skills. May be unable to handle parenting stresses.	Profile I sten 1; Profile II sten 1	HIGH LEVEL OF EMPATHY — Understands and values childrens needs. Children are allowed to display normal developmental behaviors. Nurture children and encourage positive growth. Communicates with children. Recognizes feelings of children.
C	30	52	3	8	STRONG BELIEF IN VALUE OF CORPORAL PUNISHMENT — Hitting, spanking, slapping children is appropriate and required. Lacks knowledge of alternatives to corporal punishment. Lacks ability to use alternatives to corporal punishment. Strong disciplinarian, rigid. Tends to be controlling, authoritarian.	Profile I sten 3; Profile II sten 8	VALUES ALTERNATIVES TO CORPORAL PUNISHMENT — Understands alternatives to physical force. Utilizes alternatives to corporal punishment. Tends to be democratic in rule making. Rules for family, not just for children. Tends to have respect for children and their needs. Values mutual parent-child relationship.
D	14	25	2	7	REVERSES FAMILY ROLES — Tends to use children to meet self-needs. Children perceived as objects for adult gratification. Tends to treat children as confidant and peer. Expects children to make life better by providing love, assurance, and comfort. Tends to exhibit low self-esteem, poor self-awareness, and poor social life.	Profile I sten 2; Profile II sten 7	APPROPRIATE FAMILY ROLES — Tends to have needs met appropriately. Finds comfort, support, companionship from peers. Children are allowed to express developmental needs. Takes ownership of behavior. Tends to feel worthwhile as a person, good awareness of self.
E	20	20	6	6	RESTRICTS POWER-INDEPENDENCE — Tends to view children with power as threatening. Expects strict obedience to demands. Devalues negotiation and compromise as a means of solving problems. Tends to view independent thinking as disrespectful.	Profile I/II sten 6	VALUES POWER-INDEPENDENCE — Places high-value on childrens' ability to problem solve. Encourages children to express views but expects cooperation. Empowers children to make good choices.

● = Profile I score (Form A, taken 10/07/2005)
○ = Profile II score (Form B, taken 12/08/2005)

A sten of	1	2	3	4	5	6	7	8	9	10	is obtained
by about	2.3	4.4	9.2	15	19.1	19.1	15	9.2	4.4	2.3	percent of the population.

A sten of	1	2	3	4	5	6	7	8	9	10	or less is obtained
by about	2.3	6.7	15.9	30.9	50	69.1	84.1	93.3	97.7	100	percent of the population.

Pre and Posttest Profile #3

Adult-Adolescent Parenting Inventory - 2
Stephen J. Bavolek, PhD and Richard G. Keene, PhD

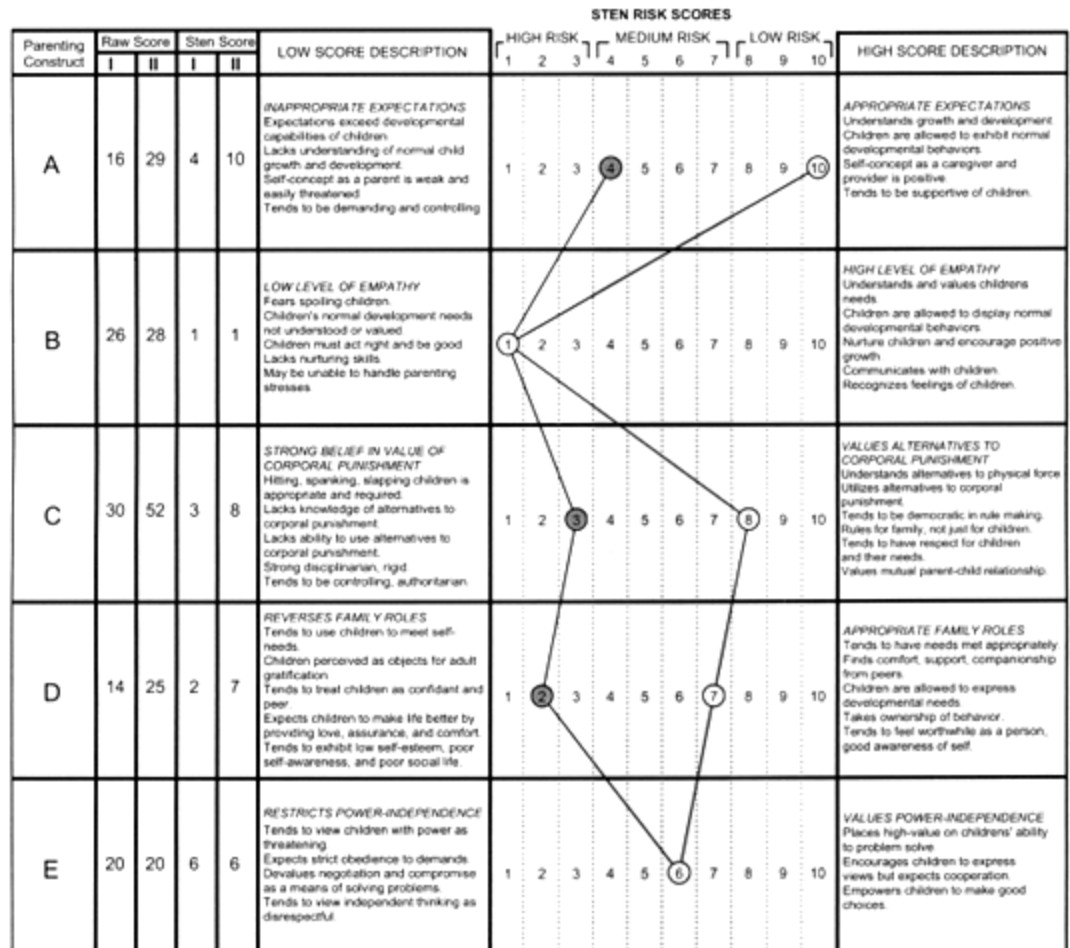## AAPI-2 Parenting Profile

Name: ███████ ID or SS#: 1253 Date: 06/03/2006

City: Honolulu State/Province: HI Country: USA

Sex: Male Norm table used: ADULT PARENT

Notes:
Profile I: Program "Kalihi Fall 05 SITE 5"-- Form A completed 11/08/2005
Profile II: Program "Kalihi Fall 05 SITE 5"-- Form B completed 01/25/2006

STEN RISK SCORES

Parenting Construct	Raw Score I	Raw Score II	Sten Score I	Sten Score II	LOW SCORE DESCRIPTION	HIGH RISK / MEDIUM RISK / LOW RISK (1–10)	HIGH SCORE DESCRIPTION
A	23	24	7	7	**INAPPROPRIATE EXPECTATIONS** Expectations exceed developmental capabilities of children. Lacks understanding of normal child growth and development. Self-concept as a parent is weak and easily threatened. Tends to be demanding and controlling	(7)	**APPROPRIATE EXPECTATIONS** Understands growth and development. Children are allowed to exhibit normal developmental behaviors. Self-concept as a caregiver and provider is positive. Tends to be supportive of children.
B	30	42	2	6	**LOW LEVEL OF EMPATHY** Fears spoiling children. Children's normal development needs not understood or valued. Children must act right and be good. Lacks nurturing skills. May be unable to handle parenting stresses.	(2) ... (6)	**HIGH LEVEL OF EMPATHY** Understands and values childrens needs. Children are allowed to display normal developmental behaviors. Nurture children and encourage positive growth. Communicates with children. Recognizes feelings of children.
C	41	42	6	6	**STRONG BELIEF IN VALUE OF CORPORAL PUNISHMENT** Hitting, spanking, slapping children is appropriate and required. Lacks knowledge of alternatives to corporal punishment. Lacks ability to use alternatives to corporal punishment. Strong disciplinarian, rigid. Tends to be controlling, authoritarian	(6)	**VALUES ALTERNATIVES TO CORPORAL PUNISHMENT** Understands alternatives to physical force. Utilizes alternatives to corporal punishment. Tends to be democratic in rule making. Rules for family, not just for children. Tends to have respect for children and their needs. Values mutual parent-child relationship.
D	22	20	5	4	**REVERSES FAMILY ROLES** Tends to use children to meet self-needs. Children perceived as objects for adult gratification. Tends to treat children as confidant and peer. Expects children to make life better by providing love, assurance, and comfort. Tends to exhibit low self-esteem, poor self-awareness, and poor social life.	(4) (5)	**APPROPRIATE FAMILY ROLES** Tends to have needs met appropriately. Finds comfort, support, companionship from peers. Children are allowed to express developmental needs. Takes ownership of behavior. Tends to feel worthwhile as a person, good awareness of self.
E	20	18	6	4	**RESTRICTS POWER-INDEPENDENCE** Tends to view children with power as threatening. Expects strict obedience to demands. Devalues negotiation and compromise as a means of solving problems. Tends to view independent thinking as disrespectful.	(4) (6)	**VALUES POWER-INDEPENDENCE** Places high-value on childrens' ability to problem solve. Encourages children to express views but expects cooperation. Empowers children to make good choices.

⬤ = Profile I score (Form A, taken 11/08/2005)
◯ = Profile II score (Form B, taken 01/25/2006)

A sten of	1	2	3	4	5	6	7	8	9	10	is obtained
by about	2.3	4.4	9.2	15	19.1	19.1	15	9.2	4.4	2.3	percent of the population.

A sten of	1	2	3	4	5	6	7	8	9	10	or less is obtained
by about	2.3	6.7	15.9	30.9	50	69.1	84.1	93.3	97.7	100	percent of the population.

Pre and Posttest Profile #4

Adult-Adolescent Parenting Inventory - 2
Stephen J. Bavolek, PhD and Richard G. Keene, PhD

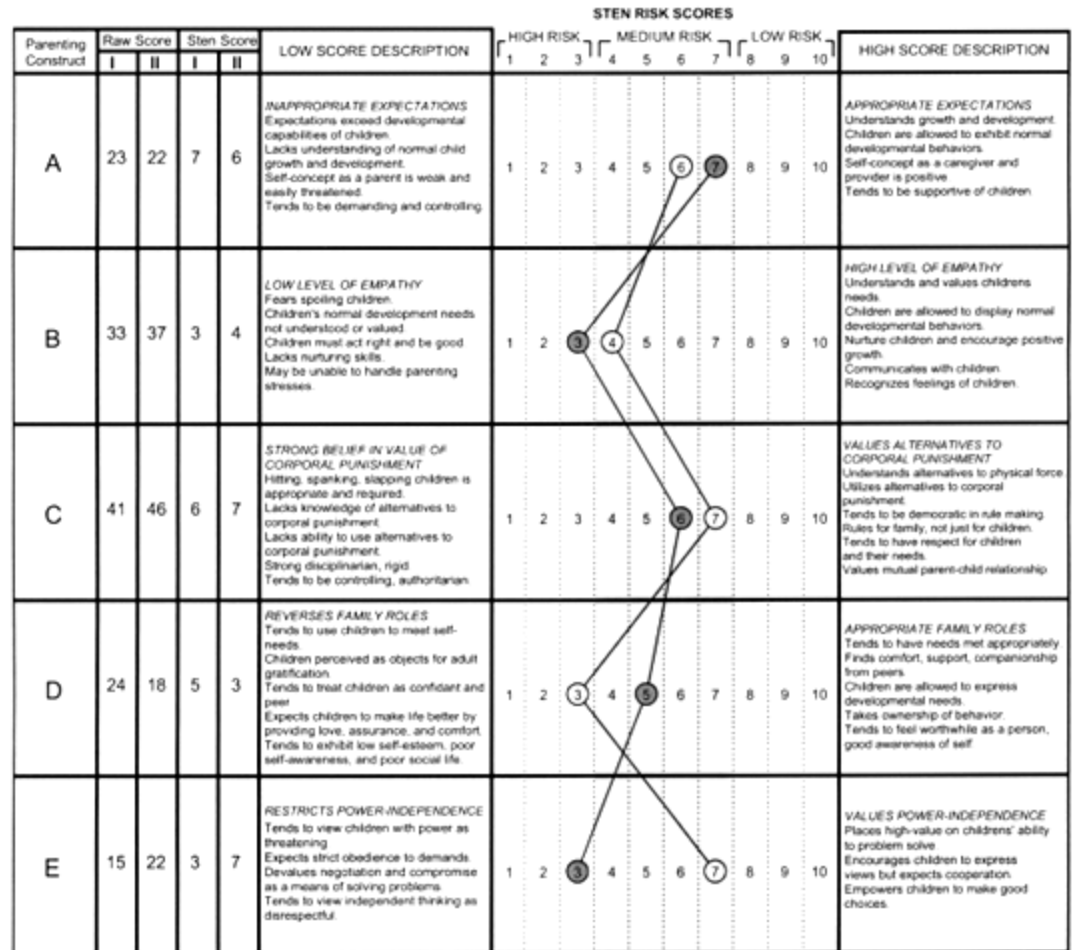## AAPI-2 Parenting Profile

Name: ███████████ ID or SS#: 972 Date: 06/03/2006

City: Honolulu State/Province: HI Country: USA

Sex: Male Norm table used: ADULT PARENT

Notes:
Profile I: Program "Ewa Fall 05 SITE 4"-- Form A completed 10/07/2005
Profile II: Program "Ewa Fall 05 SITE 4"-- Form B completed 11/21/2005

STEN RISK SCORES

Parenting Construct	Raw Score I	Raw Score II	Sten Score I	Sten Score II	LOW SCORE DESCRIPTION	HIGH RISK / MEDIUM RISK / LOW RISK	HIGH SCORE DESCRIPTION
A	23	22	7	6	INAPPROPRIATE EXPECTATIONS. Expectations exceed developmental capabilities of children. Children are allowed to exhibit normal child growth and development. Self-concept as a parent is weak and easily threatened. Tends to be demanding and controlling.	I=6, II=7	APPROPRIATE EXPECTATIONS. Understands growth and development. Children are allowed to exhibit normal developmental behaviors. Self-concept as a caregiver and provider is positive. Tends to be supportive of children
B	33	37	3	4	LOW LEVEL OF EMPATHY. Fears spoiling children. Children's normal development needs not understood or valued. Children must act right and be good. Lacks nurturing skills. May be unable to handle parenting stresses.	I=3, II=4	HIGH LEVEL OF EMPATHY. Understands and values childrens needs. Children are allowed to display normal developmental behaviors. Nurtures children and encourage positive growth. Communicates with children. Recognizes feelings of children.
C	41	46	6	7	STRONG BELIEF IN VALUE OF CORPORAL PUNISHMENT. Hitting, spanking, slapping children is appropriate and required. Lacks knowledge of alternatives to corporal punishment. Lacks ability to use alternatives to corporal punishment. Strong disciplinarian, rigid. Tends to be controlling, authoritarian.	I=6, II=7	VALUES ALTERNATIVES TO CORPORAL PUNISHMENT. Understands alternatives to physical force. Utilizes alternatives to corporal punishment. Tends to be democratic in rule making. Rules for family, not just for children. Tends to have respect for children and their needs. Values mutual parent-child relationship
D	24	18	5	3	REVERSES FAMILY ROLES. Tends to use children to meet self-needs. Children perceived as objects for adult gratification. Tends to treat children as confidant and peer. Expects children to make life better by providing love, assurance, and comfort. Tends to exhibit low self-esteem, poor self-awareness, and poor social life.	II=3, I=5	APPROPRIATE FAMILY ROLES. Tends to have needs met appropriately. Finds comfort, support, companionship from peers. Children are allowed to express developmental needs. Takes ownership of behavior. Tends to feel worthwhile as a person, good awareness of self.
E	15	22	3	7	RESTRICTS POWER-INDEPENDENCE. Tends to view children with power as threatening. Expects strict obedience to demands. Devalues negotiation and compromise as a means of solving problems. Tends to view independent thinking as disrespectful.	I=3, II=7	VALUES POWER-INDEPENDENCE. Places high-value on childrens' ability to problem solve. Encourages children to express views but expects cooperation. Empowers children to make good choices.

◉ = Profile I score (Form A, taken 10/07/2005)
○ = Profile II score (Form B, taken 11/21/2005)

A sten of	1	2	3	4	5	6	7	8	9	10	is obtained
by about	2.3	4.4	9.2	15	19.1	19.1	15	9.2	4.4	2.3	percent of the population.

A sten of	1	2	3	4	5	6	7	8	9	10	or less is obtained
by about	2.3	6.7	15.9	30.9	50	69.1	84.1	93.3	97.7	100	percent of the population.

Pre and Posttest Profile #5

Adult-Adolescent Parenting Inventory - 2
Stephen J. Bavolek, PhD and Richard G. Keene, PhD

AAPI-2 Parenting Profile

Name: ████████████ ID or SS#: 3753 Date: 06/03/2006

City: Honolulu State/Province: HI Country: USA

Sex: Female Norm table used: ADULT PARENT

Notes:
Profile I: Program *SP06 BI TIFFE OFFICE Site 21*-- Form A completed 03/25/2006
Profile II: Program *SP06 BI TIFFE OFFICE Site 21*-- Form B completed 06/03/2006

STEN RISK SCORES

Parenting Construct	Raw Score I	Raw Score II	Sten Score I	Sten Score II	LOW SCORE DESCRIPTION	HIGH SCORE DESCRIPTION
A	25	28	6	7	INAPPROPRIATE EXPECTATIONS — Expectations exceed developmental capabilities of children. Lacks understanding of normal child growth and development. Self-concept as a parent is weak and easily threatened. Tends to be demanding and controlling	APPROPRIATE EXPECTATIONS — Understands growth and development. Children are allowed to exhibit normal developmental behaviors. Self-concept as a caregiver and provider is positive. Tends to be supportive of children.
B	48	46	8	6	LOW LEVEL OF EMPATHY — Fears spoiling children. Children's normal development needs not understood or valued. Children must act right and be good. Lacks nurturing skills. May be unable to handle parenting stresses.	HIGH LEVEL OF EMPATHY — Understands and values childrens needs. Children are allowed to display normal developmental behaviors. Nurture children and encourage positive growth. Communicates with children. Recognizes feelings of children.
C	48	48	7	6	STRONG BELIEF IN VALUE OF CORPORAL PUNISHMENT — Hitting, spanking, slapping children is appropriate and required. Lacks knowledge of alternatives to corporal punishment. Lacks ability to use alternatives to corporal punishment. Strong disciplinarian, rigid. Tends to be controlling, authoritarian	VALUES ALTERNATIVES TO CORPORAL PUNISHMENT — Understands alternatives to physical force. Utilizes alternatives to corporal punishment. Tends to be democratic in rule making. Rules for family, not just for children. Tends to have respect for children and their needs. Values mutual parent-child relationship.
D	22	26	3	6	REVERSES FAMILY ROLES — Tends to use children to meet self-needs. Children perceived as objects for adult gratification. Tends to treat children as confidant and peer. Expects children to make life better by providing love, assurance, and comfort. Tends to exhibit low self-esteem, poor self-awareness, and poor social life.	APPROPRIATE FAMILY ROLES — Tends to have needs met appropriately. Finds comfort, support, companionship from peers. Children are allowed to express developmental needs. Takes ownership of behavior. Tends to feel worthwhile as a person, good awareness of self.
E	24	25	9	10	RESTRICTS POWER-INDEPENDENCE — Tends to view children with power as threatening. Expects strict obedience to demands. Devalues negotiation and compromise as a means of solving problems. Tends to view independent thinking as disrespectful.	VALUES POWER-INDEPENDENCE — Places high-value on childrens' ability to problem solve. Encourages children to express views but expects cooperation. Empowers children to make good choices.

HIGH RISK: 1 2 3 — MEDIUM RISK: 4 5 6 7 — LOW RISK: 8 9 10

● = Profile I score (Form A, taken 03/25/2006)
○ = Profile II score (Form B, taken 06/03/2006)

A sten of	1	2	3	4	5	6	7	8	9	10	is obtained
by about	2.3	4.4	9.2	15	19.1	19.1	15	9.2	4.4	2.3	percent of the population.

A sten of	1	2	3	4	5	6	7	8	9	10	or less is obtained
by about	2.3	6.7	15.9	30.9	50	69.1	84.1	93.3	97.7	100	percent of the population.

Pre and Posttest Profile #6

Adult-Adolescent Parenting Inventory - 2

Stephen J. Bavolek, PhD and Richard G. Keene, PhD

AAPI-2 Parenting Profile

Name: ~~████~~ ID or SS#: 14135 Date: 01/05/2007

City: Honolulu State/Province: HI Country: USA

Sex: Female Norm table used: ADULT PARENT

Notes:
Profile I: Program "MAUI OCT/NOV 2006"-- Form A completed 10/30/2006
Profile II: Program "MAUI OCT/NOV 2006"-- Form B completed 11/05/2006

STEN RISK SCORES

Parenting Construct	Raw Score I	Raw Score II	Sten Score I	Sten Score II	LOW SCORE DESCRIPTION	HIGH RISK 1 2 3	MEDIUM RISK 4 5 6 7	LOW RISK 8 9 10	HIGH SCORE DESCRIPTION
A	35	31	10	9	INAPPROPRIATE EXPECTATIONS Expectations exceed developmental capabilities of children. Lacks understanding of normal child growth and development. Self-concept as a parent is weak and easily threatened. Tends to be demanding and controlling.			9 · 10	APPROPRIATE EXPECTATIONS Understands growth and development. Children are allowed to exhibit normal developmental behaviors. Self-concept as a caregiver and provider is positive. Tends to be supportive of children.
B	50	48	10	8	LOW LEVEL OF EMPATHY Fears spoiling children. Children's normal development needs not understood or valued. Children must act right and be good. Lacks nurturing skills. May be unable to handle parenting stresses.			8 · 10	HIGH LEVEL OF EMPATHY Understands and values childrens needs. Children are allowed to display normal developmental behaviors. Nurture children and encourage positive growth. Communicates with children. Recognizes feelings of children.
C	51	54	7	9	STRONG BELIEF IN VALUE OF CORPORAL PUNISHMENT Hitting, spanking, slapping children is appropriate and required. Lacks knowledge of alternatives to corporal punishment. Lacks ability to use alternatives to corporal punishment. Strong disciplinarian, rigid. Tends to be controlling, authoritarian.		7	9	VALUES ALTERNATIVES TO CORPORAL PUNISHMENT Understands alternatives to physical force. Utilizes alternatives to corporal punishment. Tends to be democratic in rule making. Rules for family, not just for children. Tends to have respect for children and their needs. Values mutual parent-child relationship.
D	32	34	7	9	REVERSES FAMILY ROLES Tends to use children to meet self-needs. Children perceived as objects for adult gratification. Tends to treat children as confidant and peer. Expects children to make life better by providing love, assurance, and comfort. Tends to exhibit low self-esteem, poor self-awareness, and poor social life.		7	9	APPROPRIATE FAMILY ROLES Tends to have needs met appropriately. Finds comfort, support, companionship from peers. Children are allowed to express developmental needs. Takes ownership of behavior. Tends to feel worthwhile as a person, good awareness of self.
E	18	21	3	6	RESTRICTS POWER-INDEPENDENCE Tends to view children with power as threatening. Expects strict obedience to demands. Devalues negotiation and compromise as a means of solving problems. Tends to view independent thinking as disrespectful.	3	6		VALUES POWER-INDEPENDENCE Places high-value on childrens' ability to problem solve. Encourages children to express views but expects cooperation. Empowers children to make good choices.

● = Profile I score (Form A, taken 10/30/2006)
○ = Profile II score (Form B, taken 11/05/2006)

A sten of	1	2	3	4	5	6	7	8	9	10	is obtained
by about	2.3	4.4	9.2	15	19.1	19.1	15	9.2	4.4	2.3	percent of the population.

A sten of	1	2	3	4	5	6	7	8	9	10	or less is obtained
by about	2.3	6.7	15.9	30.9	50	69.1	84.1	93.3	97.7	100	percent of the population.

Adult-Adolescent Parenting Inventory (AAPI-2)

Use of AAPI-2 Information

▸ To provide pretest or posttest data to measure treatment effectiveness.

▸ To assess the parenting and child rearing attitudes of parents and adolescents prior to parenthood

▸ To design specific treatment and intervention parenting education programs.

▸ To design nurturing experiences for parents and adolescents whose attitudes indicate a high risk for child maltreatment

▸ To screen foster parent applicants, child care staff, and volunteers for education and training purposes.

AssessingParenting.com
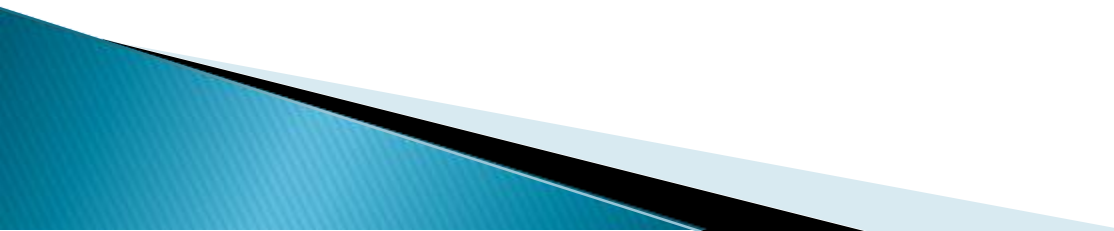
- Administer and Score the AAPI OnLine Anytime.
- Cost Savings
- Accuracy
- Data Privacy
- Data Export
- Individual and Group Profiles
- Manage Data by Program
- Clinical Interpretation of Parenting Profiles
- Download Test Forms
- One-Year Free Data Storage

Successful Administration of the Nurturing Skills Competency Scale NSCS
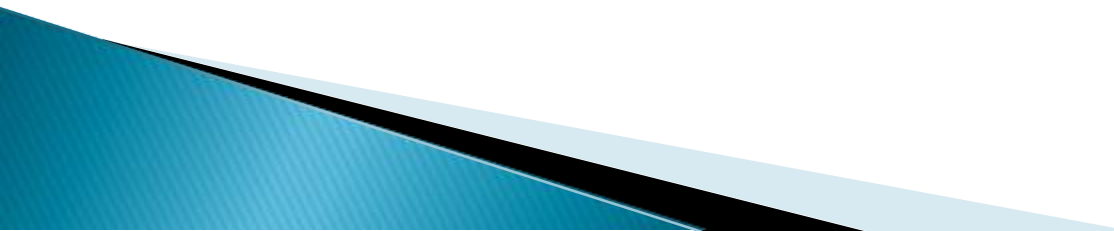
Stephen J. Bavolek. Ph.D.

Nurturing Skills Competency Scale NSCS

▸ The NSCS is a self report, criterion referenced measure design to gather data in six areas:

▸ **Subscale A**: About Me
▸ **Subscale B**: About My Childhood
▸ **Subscale C**: About My Spouse (Partner)
▸ **Subscale D**: About My Children and Family
▸ **Subscale E**: My Knowledge of Nurturing Parenting
▸ **Subscale F**: My Utilization of Nurturing Skills

Purpose of the NSCS

▸ Data generated from the six Constructs of the NSCS have been recognized as contributing to child maltreatment and family dysfunction.

▸ New parenting skills and knowledge are sabotaged or reinforced by the degree of health in each of the NSCS constructs.

‣ The NSCS differs from the AAPI-2.5 in its focus, purpose, and scope. While the AAPI-2.5 assesses parenting attitudes and beliefs that indicate the risk of child maltreatment, the NSCS goes beyond attitudes to measure both parenting skillsand broader "quality of life" issues that affect a family's ability to implement new parenting practices.

‣ The NSCS identifies current and ongoing family conditions that could lead to the occurrence or recurrence of child maltreatment, whereas the AAPI-2.5 focuses specifically on attitudes linked to abusive or neglectful behaviors.

‣ Additionally, the NSCS is designed for different developmental stages (prenatal, birth to five, school-age, teens), providing a more comprehensive view of both family dynamics and the effectiveness of parenting skill application.
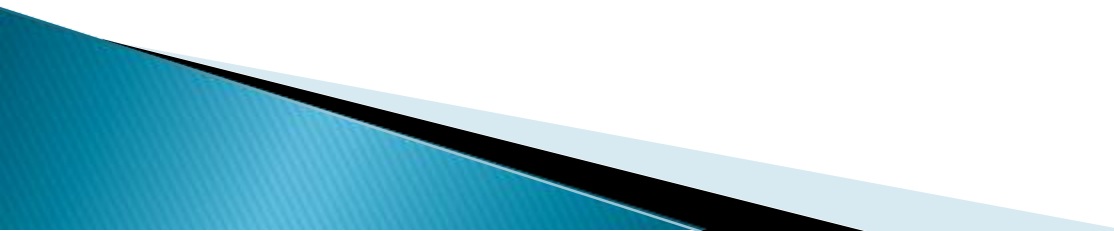
Comprehensive Parenting and Family Information

The AAPI and the NSCS used together provide professionals with a comprehensive picture of family strengths and deficits that contribute to the overall level of healthy family functioning.
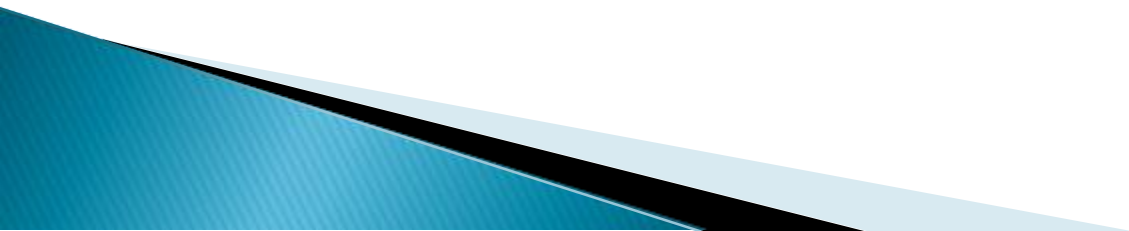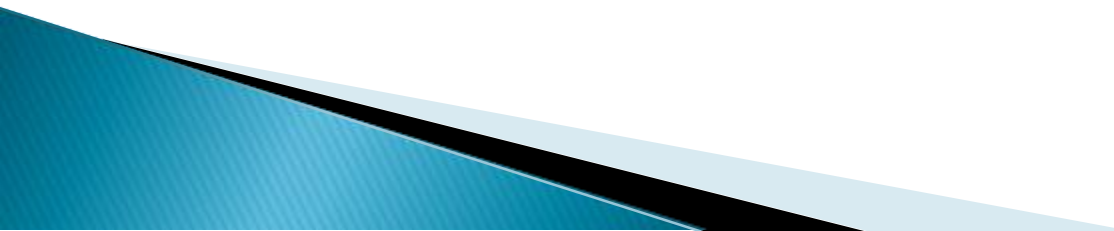
Intended Populations

Group 1:

- Parents who are referred or mandated to attend parenting education.
- Parents involved in Child Welfare for child abuse and/or neglect
- Parents identified as "high risk" for child maltreatment
- Parents receiving services for mental health, partner violence and drug and alcohol abuse.
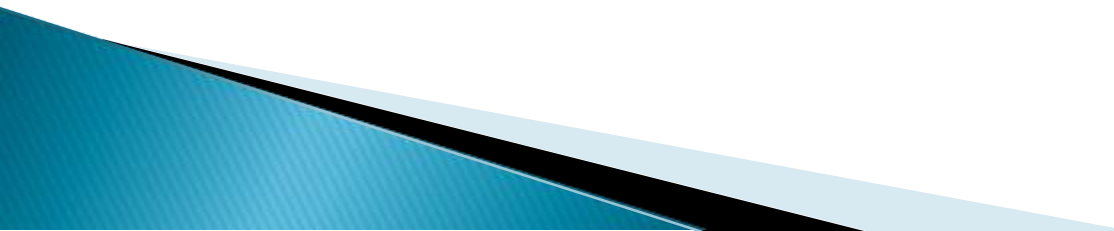
Intended Populations

Group 2:
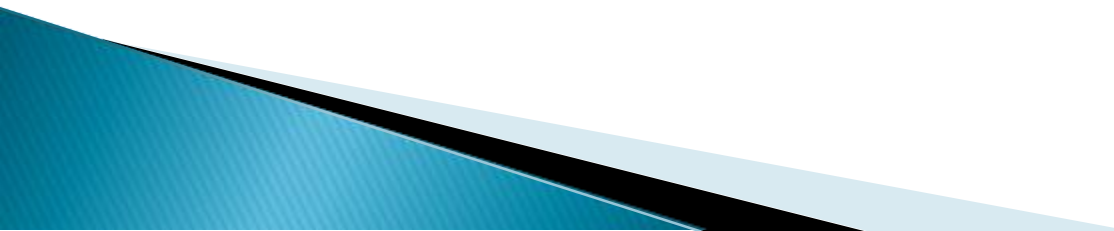
*Average parents who want to improve their parenting skills.

*Pre-parent teens and adults who want to prepare for parenthood.

Two Versions of the NSCS

Long Version:

▸ Suited for Group 1 parents who are required to improve their parenting knowledge and skills.

▸ Long Version of the NSCS has all six Constructs.

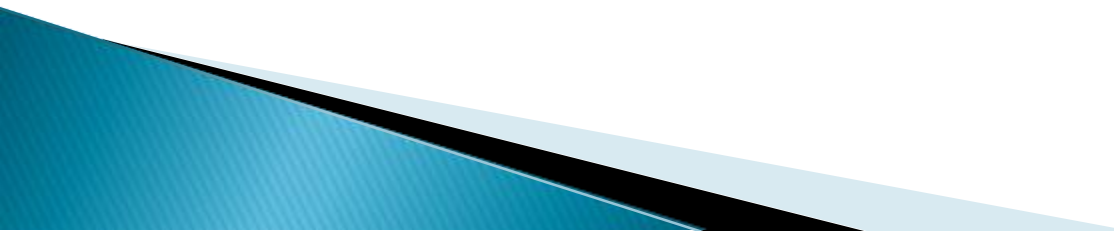▸ Data are useful in court proceedings deciding custody, out of home placement or reunification.

Two Versions of the NSCS

- **Short Version:**
  - Ideally suited for Group 2, low risk parents who attend parenting classes for self-improvement.
  - Short Version gathers data on only three of the six constructs: About Me, My Knowledge of Nurturing Parenting, and My Utilization of Nurturing Parenting Skills

NSCS Item Presentation

- Items in Constructs A through E are presented in a Multiple Choice format for both the Long and Short Versions

- Items presented in Construct F: My Utilization of Nurturing Parenting Skills are presented as statements of skills. Parent rate their use of the skills on frequencies of 0 to 3.

NSCS Parent Profiles

- Responses to the NSCS items are presented on two different Parent Profiles. Staff have a choice of which profile to use.
- **Professional Profile**: presents the data utilizing stens indicating the parent's responses are high, moderate or low risk.
- **Parental Profile**: presents the data utilizing variances of "average" indicators (average, below average, above average, etc.)

Validity and Reliability of the NSCS

- Preliminary reliability and validity data have been generated from the completion of 400 completed inventories.
- Pre-posttest analyses show a test re-test reliability rate of .82.
- Item analyses show correlations from .49 to .93.
- Analyses show parent responses to the NSCS correlate with their responses to the AAPI.