

Nurturing Parenting Facilitator Training

Role Plays

These role play exercises are designed to give you a safe, structured space to practice real-world facilitation skills using the Nurturing Parenting approach. You will be working with “Average Joe,” a parent who is not fully bought into the process, may feel judged, and often brings strong beliefs shaped by his own life experiences. Your goal is not to “fix” Joe or convince him he is wrong, but to build connection, reduce defensiveness, and create opportunities for insight and growth. Treat these scenarios like guided improv—use the prompts and character cues if you get stuck, but allow the conversation to flow naturally. Focus on staying present, listening more than talking, and responding with empathy rather than correction. Remember, mistakes are expected and part of the learning process. The more you lean into the discomfort and practice these skills, the more confident and effective you will become in real sessions. Most of all, Have fun!

Group 1 – Introducing the Program (Buy-In) Carrie, Corey, Angela

Roles: Joe (parent), 2 Facilitators

Goal: Build rapport and increase Joe’s openness to the program

The facilitators are introducing the concept of the Nurturing Parenting Skills curriculum with Joe who has had 3 visits already at the program which seem to be going well. Joe doesn’t understand why he needs these classes at all and that everything he knows about coparenting he learned from his parents and that is enough in his book. Facilitators must model explain the benefits of the program to Joe and how it might help him

Scenario:

Joe has attended 3 visits and thinks everything is “fine.” He says:

“I don’t need these classes. I learned parenting from my parents—that’s enough.”

Facilitators Practice:

- Acknowledge Joe’s perspective
- Explain purpose of the program (not punishment)
- Connect program to his goals

Helpful Prompts:

- “It sounds like you feel confident in what you already know.”
- “This program isn’t about saying you’re doing it wrong...”
- “What would you like to be different in your relationship with your child?”

Success Looks Like:

Joe feels heard and shows some openness to the program.

Group 2 – Explaining the AAPI Krystal, John and Beth

Roles: Joe, 2 Facilitators

Goal: Reduce anxiety and build trust about the assessment

The facilitators take turns explain the AAPI assessment to Joe, who is worried that the information will be used against him. He fears it is just another test designed to make him fail. The facilitators must model overcoming Joe’s Concerns and reinforcing what the assessment is designed to do, and how it may help him achieve his goals

Scenario:

Joe says: “This sounds like a test. Are you trying to make me fail?”

Facilitators Practice:

- Explain it is not a test (no pass/fail)
- Clarify it uses statements, not questions
- Responses: Strongly Agree, Agree, Not Sure, Disagree, Strongly Disagree
- Emphasize it helps understand parenting beliefs

Helpful Prompts:

- “This isn’t a test—there are no right or wrong answers.”
- “It helps us understand your perspective.”

Success Looks Like:

Joe shows reduced fear and willingness to participate.

Group 3 – Administering the AAPI Abigail, Jeremy, and Brittany

Roles: Joe, 2 Facilitators

Goal: Encourage honest, quick responses

Joe is responding to the statements on the AAPI as they are read, Joe seems to hesitate and the facilitator model getting his gut responses taking no more than 2-3 seconds and why that is important.

Scenario:

Joe hesitates, trying to find the “right” answer.

Facilitators Practice:

- Encourage gut responses (2–3 seconds)
- Reinforce no right/wrong answers

Helpful Prompts:

- “Go with your first reaction.”
- “Try not to overthink it.”

Success Looks Like:

Joe answers more quickly and naturally.

Group 4 – Reflecting on Expectations Fabio, Sinchelle

Roles: Joe, 1 Facilitator

Goal: Connect childhood experiences to adult outcomes

Do the following Exercise with Joe:

- One expectation I met was ___ and I felt ___.
- One expectation I couldn't meet was ___ and I felt ___.
- This affects me now by ___.

Facilitator Practice:

- Ask open-ended questions
- Reflect feelings

Success Looks Like:

Joe makes a connection between past and present.

Group 5 – Understanding Independence Marilyn, Tishawna

Roles: Joe, 1 Facilitator

Goal: Reframe independence as healthy development

Do the following Exercise with Joe:

- One way my child shows independence is ___.
- My response is ___.

Facilitator Practice:

- Discuss how responses impact child development
- Introduce “terrific twos” concept

Success Looks Like:

Joe begins to see independence as positive.

Group 6 – NurtureVention Audrey, Natasha, Karletnicol

Roles: Joe, Nicholas, 1 Facilitator

Goal: Redirect to age-appropriate expectations

Scenario:

During a visit following the lesson on appropriate expectations, Joe attempts to play the board game “risk” with Nicholas who is only 5 years old. Nicholas seems confused and unsure how to play the game. Model a teaching moment by doing a NurtureVention to redirect Joe to a more age-appropriate activity

Facilitator Practice:

- Observe without judgment
- Step in respectfully
- Redirect to appropriate activity

Success Looks Like:

Joe accepts guidance and changes activity.

Group 7 – Coaching Emotional Regulation Josie, Wanda

Roles: Joe, 1 Facilitator

Goal: Teach nurturing responses during challenges

Scenario:

During the same visit following the lesson on appropriate expectations, Joe and Nick start playing an age appropriate game, At first, the child is excited, but after about 5–7 minutes, he starts fidgeting, gets up from the table, and becomes distracted by toys in the room. He interrupts, grabs pieces out of turn, and then gets frustrated when he doesn’t win a round, eventually knocking over the game.

The dad responds with irritation:

“You need to calm down and focus.”

“You’re old enough to sit still.”

Ask Joe to step outside the room, and discuss with Joe why Nicholas might be acting this way, and how Joe might respond in a more nurturing way.

Facilitator Practice:

- Pause and process with Joe
- Teach developmental expectations
- Coach nurturing responses

Success Looks Like:

Joe identifies a more supportive response.

Group 8 – Post-Visit Processing Anselm, Adrienne

Roles: Joe, 1 Facilitator

Goal: Reflect and reinforce learning

Scenario:

At a post visit Session, process what just happened during the visit with Joe

Facilitator Practice:

- Ask reflective questions
- Highlight strengths and growth areas

Success Looks Like:

Joe identifies one strength and one area for improvement.