

## Role Play/Improv Assignment for Nurturing Parenting Facilitator Class

### Objective:

This role-play activity is designed to provide facilitators with hands-on experience in engaging with parents who may have objections, concerns, or misunderstandings about supervised visitation (Parenting/Family Time) and the Nurturing Parenting (NP) Program. By practicing real-life scenarios, participants will gain confidence, improve their communication skills, and learn effective strategies to support parents like "Average Joe."

### Key Points to Remember:

- **Have Fun:** Role-playing isn't just about practice—it's an opportunity to be creative, think on your feet, and even enjoy a few laughs while learning. The more relaxed and engaged you are, the more authentic your role-play will feel.
- **Keep It Real:** Imagine you're sitting across from an actual parent. Think about the real emotions, frustrations, and resistance parents might bring into these conversations. Use real-life examples or experiences to bring authenticity to your role.
- **Expect Opposition:** Parents often have concerns about supervised visitation and parenting programs. Embrace the challenge—this is your chance to practice handling objections with empathy and professionalism.

### Role Play Scenarios (5+ Minutes Each):

1. **Introduction to the Nurturing Parenting Program (NP): Susan Madisen and Suzanne**

*Scenario:* Meet with **Average Joe**, who's been visiting his child for 3-4 weeks. Your goal is to introduce the NP Program, explain its purpose during visits, and help him understand how it supports his relationship with his child.

*Focus:* Practice addressing Joe's potential skepticism—maybe he feels judged or doesn't see the need for a program. Use motivational interviewing techniques to highlight the benefits without sounding prescriptive.

2. **Explaining and Administering the AAPI Assessment: Julia, Tanya, and Tia**

*Scenario:* Sit down with Joe to explain the **Adult-Adolescent Parenting Inventory (AAPI)**. Clarify its purpose—how it helps tailor support to his specific needs. Joe may be suspicious of "assessments," so anticipate and address his concerns.

*Focus:* Model the first 5-6 statements of the AAPI, showing how to ask questions in a non-threatening, conversational way.

3. **Discussing AAPI Results: Cheryl, Autumn and Jessica**

*Scenario:* Review Joe's AAPI results. Approach this as a coaching session, not an evaluation. He may feel defensive if the results highlight areas for growth.

*Focus:* Use strengths-based language. Start with what Joe is doing well before discussing areas of concern. Frame feedback as an opportunity, not a judgment.

4. **Developing a Family Nurturing Plan: Mary Jo, Danielle, and Kimberly**

*Scenario:* Collaboratively create a **Family Nurturing Plan** with Joe. Explain the curriculum and involve him in choosing courses that align with his goals as a parent.

*Focus:* Empower Joe by giving him ownership of the process. Anticipate pushback like, “I don’t need a class to tell me how to parent,” and practice reframing that mindset.

5. **Teaching Lesson 6.2 (Sections 1-4): Ali, Megan, Leah**

*Scenario:* Teach a portion of Lesson 6.2 from the NP curriculum to Joe. Treat this as an actual lesson—engage him, ask for feedback, and adapt your style based on his responses.

*Focus:* Practice simplifying complex ideas, using real-life examples, and keeping Joe engaged even if he seems disinterested at first.

6. **Supervising a Visit & Using Nurtureventions: Rayonna, Lydia, Kellie, Melissa**

*Scenario:* Supervise a Parenting/Family Time session with Joe and his child.

Model “**nurtureventions**”—gentle interventions that guide positive parenting behaviors without disrupting the visit.

*Focus:* Practice stepping in subtly when needed, like coaching Joe on positive reinforcement or redirecting negative behaviors, while maintaining a supportive atmosphere.

7. **Processing the Visit with Joe: Madeline, Neslyn, Michele**

*Scenario:* Meet with Joe after the visit to reflect on what went well and areas to improve. This is a chance to reinforce positive behaviors and address any concerns Joe might have about the interaction.

*Focus:* Use reflective listening and strength-based feedback. Joe might minimize issues or deflect responsibility—practice guiding the conversation back to constructive self-reflection.

### **Tips for Successful Role Play:**

- **Be Joe:** When playing Average Joe, really embody his persona. Think about his background, stressors, and motivations.
- **Use Real Opposition:** Don’t make it easy—throw in realistic objections like:
  - “Why do I have to take this class? I’m not the problem.”
  - “This feels like a waste of time. I just want to see my kid.”
  - “I don’t trust the system. You’re just trying to make me look bad.”
- **Debrief:** After each role-play, discuss what worked well and what could be improved. Share feedback respectfully, focusing on specific communication strategies.

### **Final Thought:**

Role-playing can be uncomfortable at first—but that’s where growth happens. Embrace the challenge, support your peers, and remember: the skills you’re practicing here will make a real difference in the lives of the families you serve.