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

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The Nurturing Parenting Programs<sup>®</sup> 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)



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# **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

## 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.

High

Responses fall into three levels of risk:
 LOW

Moderate

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

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

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

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

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

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

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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 exhibitnormal developmental behaviors (i.e. a two- year-old saying "mine!"); seeing yourse more positively as a caregiver.	1 If	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.
В	29.0	1	EMPATHY Your answers in this area indicate you could benefit by: gaining a greater understanding of a child's needs; gainit a greater understanding of techniques encourage a child's positive growth; reducing your personal and parenting stress.		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.
С	27.0	1	DISCIPLINE Your answers in this area indicate you could benefit by: gaining a greater understanding of non-physical disciplin techniques (i.e. time-out);gaining a greater understanding of the importanc of including all the family in family rules		) 2	3	4	5	6	7	8	9	10	DISCIPLINE Your answers in this area indicate: You have an understanding of the alternativesto 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 understandir of family roles.	ng 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
F	14.0	1	POWER & INDEPENDENCE Your answers in this area indicate you could benefit by: gaining a greater understanding of the use of compromis with children: gaining a greater	se	/									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

#### AAPI-2.1 Parenting Profile

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А	12	23	2	6	Expectations of Children Your answers in this area indicate yo 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 exhibitnormal developmental behaviors (i.e. a two- year-old saying "imine"); seeing your more positively as a caregiver.	d	1	2	3	4	5	٦	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.
В	29	36	1	2	EMPATHY Your answers in this area indicate yo could benefit by: gaining a greater understanding of a child's needs; gai a greater understanding of technique encourage a child's positive growth; reducing your personal and parenting stress.	ining es to		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.
С	27	39	1	4	DISCIPLINE Your answers in this area indicate yo could benefit by: gaining a greater understanding of non-physical discip techniques (i.e. time-out)/gaining a greater understanding of the importa of including all the family in family rul	line Ince		2	3	4	5	6	7	8	9	10	DISCIPLINE Your answers in this area indicate: You have an understanding of the alternativesto 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 yo could benefit by: increasing your owr support system (to gain comfort, support, and companionship from friends); gaining a greater understan of family roles.	n ding	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
E	14	21	1	6	POWER & INDEPENDENCE Your answers in this area indicate yo could benefit by: gaining a greater understanding of the use of compron with children; gaining a greater understanding of a child's need to demonstrate age.	nise	1	2	3	4	5	6	7	8	9	10	Themselves: 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

# **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.



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с	47	45	6	6	STRONG BELIEF IN VAL CORPORAL PUNISHMEN Hiting, spanking, slapping appropriate and required. Lacks knowledge of attem corporal punishment. Lacks ability to use altern corporal punishment. Shong disciplinarian, ing a Tends to be controlling, as	(F children is atives to tives to	1	2	3	4	5	ò	7	8	9	10	VALUES AL TERNA TIVES TO CORPORAL PUNISHMENT Understands alternatives to physical Understands alternatives to coporal punishment. Tanda to backencoratic in rule makin Rules for family, not just for children and their needs. Values mutual parent-child relationsh
D	18	18	2	2	REVERSES FAMILY ROC Tends to use children to m needs. Children perceived as obji grafitication. Tends to treat children as peer Eupocts children to make i providing love, assurance, Tends to exhibit low self-e self-awarenes, and poor	eet self- cts for adult confidant and ife better by and comfort. steem, poor	1	đ	3	4	5	6	7	8	9	10	APPROPIDATE FAMILY INCLES Tends to have needs met appropria Finds comfort, support, companion from peres. Children are allowed to express developmental needs. Takes comeranity of behavior. Tends to teel worthwhile as a perso good awareness of self.
E	20	15	5	2	RESTRICTS POWER INC Tends to view children wit threatening. Expects sinct obedience to Devalues negotistion and as a means of solving port Tends to view independen disrespectful.	o demands. compromise blems.	1	0	3	4	6	6	7	8	9	10	VALUES POWER-INDEPENDENC Pisces high-value on childrens' abil to problem solve. Encourages children to express vews but expects cooperation. Empowers children to make good choices.
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с	30	52	3	8	STRONG BELLEF IN VALUE OF CORPORAL PUNISHMENT Hiting, spanking, slapping children appropriate and required. Lacks knowledge of atternatives to corporal punishment. Lacks ability to use alternatives to corporal punishment. Strong disciplinarian, rigid Tends to be controlling, authoritarian		1	2	3	4	5	6	7	8	9	10	VALUES AL TERNATIVES TO CORPORAL PUNKISHMENT Understands alternatives to physical Utilizes alternatives to corporal pursithment. Tends to be democratic in nale make Rules for family, not just for children and their needs for children and their needs.
D	14	25	2	7	REVERSES FAMILY ROLES Tends to use children to meet self- needs. Ohldren perceived as objects for ad grafification Tends to treat children as confidant peor. Expects children to make the better providing love, assurance, and com Tends to avibibit the self-selferm, ps self-awareness, and poor social life.	and by fort. xor	1	Q	3	4	5	6		8	9	10	APPROPRIATE FAMILY POLES Fonds to have needs met appropri Finds comfort, support, companion from peers. Ohiden are allowed to express developmental needs. Takes ownership of behavior. Tends to teel worthwhite as a persi good awareness of self.
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E	15	22	3	7	Tends to view chill threatening Expects strict ober Devalues negotiat as a means of soli-	ER-INDEPENDENCE dren with power as dence to demands, ion and compromise ving problems ipendent thinking as	1	2	6	4	5	6	୦	8	9	10	VALUES POWER-INDEPENDEN Places high-value on childrens' ab to problem solve Encourages children to express views but expects cooperation Empowers children to make good choices.
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в	48	46	8	6	LOW LEVEL OF EMPATHY Fears spoling chidren. Chidren's normal development needs not understood or valued Chidren must oct right and be good. Lacks nutrunng skills. May be unable to handle parenting stresses.	,	2	3	4	5	6	\ ,		9	10	HIGH LEVEL OF EMPATHY Understands and values childrens needs Children are allowed to display norm developmental behaviors. Nurfure children and encourage post growth. Communicates with children Recognizes feelings of children.
с	48	48	7	6	STRONG BELIEF IN VALUE OF CORPORAL PUNISHMENT Hitting, spanking slapping children is appropriate and required. Locks knowledge of alternatives to corporal punishment. Locks ability to use abematives to corporal punishment. Strong disciplinarian, rigid Tends to be controlling, authoritarian	1	2	3	4	5	6		8	9	10	VALUES AL TERNA TIVES TO CORPORAL PUNISHMENT Understands atlamatives to physical to Understands atlamatives to corporal punishment. Tends to de democratic in nile making Rules for family, not just for children Tends to have neglect for children and their needs. Values mutual parent child relationship
D	22	26	3	6	REVERSES FAMLY ROLES Tends to use children to meet self- reeds. Onlidren perceived as objects for adult granthoacen. Tends to tread children as confidant and peer Expects children to make life better by providing love, assurance, and comfort Tends to exhibit tow self-astern, poor self-asterness, and poor social life	'	2	Q	-	5	Q	,	8	9	10	APPROPRIATE FAMILY ROLES Tends to have needs met appropriat Finds comfort, support, companional from peers. Children are allowed to express developmental needs Takes ownamity of behavior. Tends to feel worthwhile as a person good awarenees 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.		2	3	4	5	6	,	8	0	ତ	VALUES POWER-INDEPENDENCE Places high-value on childrens' abilit to problem solve Encourages children to express views but expects cooperation Empowers children to make good choices.
• Profile							2	3 9.2	4	5	6	7	8	9	10	is obtained percent of the population.
O = Profile								9.4	1.5	19.1	19.1	10	9.2		4.3	Deligent of the Polymenter

A Notes:	Prof Prof	ile 1 ile 1	: Pr	ogran rogra	e used: ADULT PARENT  **MAUI OCT/NOV 2006* Pore **MAUI OCT/NOV 2006* Pore LOW SCORE DESCRIPTION INAPPROPRIATE EXPECTATIONS Expectations exceed developmental	* 8 (	omple compl GH RI 2	leted	11/	05/2 RISK	006 SCO		- 10	WR	SK _	
Construct	1	11	1	II	INAPPROPRIATE EXPECTATIONS Expectations exceed developmental	۲, <sup>ни</sup>	GH RI 2						- 10	WR	SK	
A	35	31	10	9	Expectations exceed developmental		_			5	6	<b>,</b> '	8	9	10	HIGH SCORE DESCRIPTION
					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.	1	2	3	4	5	6	7	8	9	•	APPROPRATE 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.
в	50	48	10	8	LOW LEVEL OF EMPATHY Fears spolling children. Children's normal development needs not understood or valued. Children must act right and be good. Lacks narthring skills. May be unable to handle parenting stresses.	1	2	3	4	5	6	7	8	°	9	HIGH LEVEL OF EMPATINY Understands and values childrens needs. Children are allowed to display normal developmental behaviors. Narture children and encourage positi growth. Communicates with children. Recognizes leeings of children.
с	51	54	7	9	STRONG BELIEF IN VALUE OF CORPORAL PUNCSHIMENT Hitting, spanking, slapping children is appropriate and required. Lacks shreading of alternatives to corporal punishment. Lacks ability to use alternatives to corporal punishment. Strong disciplinarian, rigid. Tends to be controlling, authoritarian.	,	2	3	4	5	6	ø		0	10	VALUES ALTERNATIVES TO CORPORAL PLANSIMMENT Understands alternatives to physical for Utilizes alternatives to corporal punkhment. Tends to be democratic in rule making. Rules for family, not just for children. Tends to there 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 grafitication. Tends to treat children as confident and peer. Expects children to make life better by providing low, assumnce, and comfort. Tends to exhibit low self-esteem, poor self-exernings, and poor social life.	1	2	3	4	5	•	ø		Ø	10	APPROPRIATE FAMILY ROLES Tends to have needs met appropriate finds confert, support, companionshi from peens. Chidren are allowed to express developmental needs. Takes commenhily of behavior. Tends to teel worthwhile as a person, good awareness of self.
E	18	21	3	6	RESTRICTS POWER-INDEPENDENCE Tends to view children with power as breatening. Expects strict obedience to demands. Devalues negotiation and compromise as a means of solving problems. Tends to view independent thinking as disrespectful.	,	2	6		5	୶	/	8	9	10	VALUES POWER-INDEPENDENCE Paces high-value on childrens' ability to problem solve. Encourages children to express views but expects cooperation. Empowers children to make good choices.
<ul> <li>Profile</li> <li>Profile</li> </ul>					0/30/2006) A sten o 11/05/2006) by about		2 4.4	3 9.2	<b>4</b> 15	5 19.1	<b>6</b> 19.1	7 15	8 9.2	9 4.4	10 2.3	is obtained 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.

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# 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 selfimprovement.
- 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.