**Project Partners**

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Results of this project and other resources will be available at [www.nobodysperfect.ca](http://www.nobodysperfect.ca)
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Background

_Nobody’s Perfect_ is a community-based, health promotion parenting education and support program for parents of children aged birth to five years. The goal of the program is to improve parents’ capabilities to maintain and promote the health of their young children. Parenting can be both rewarding and challenging. Support for parents, especially in the early years, is crucial for everyone but particularly so for vulnerable parents. _Nobody’s Perfect_ can be adapted to meet the diverse needs of these parents, in both group and one-to-one sessions.

The _Nobody’s Perfect_ program is based on a few simple beliefs. For program facilitators, the most important of these is that _Nobody’s Perfect_ programs are “participant-centered.” They are based on the understanding that adults learn best:

- When their background and life experiences are valued and respected
- When they have a voice in deciding what they’ll learn and the program is based on what they want and need to learn
- When they are part of a supportive group
- When the program allows them to build confidence and self-esteem by offering opportunities to try new skills and behaviors


There was a perceived need for an inclusive, low cost and innovative approach to delivering parenting programs to isolated (socially, geographically or culturally) parents. Previous _Nobody’s Perfect_ program evaluation results indicate the program has a positive impact on families by: increasing parenting skills, increasing social support, increasing resiliency, and increasing the independence of the participants. This project was designed to investigate that if _Nobody’s Perfect_ was delivered in an alternate way, would parents continue to show growth and feel supported, even though they did not participate in a group setting? The program delivery adaptations used in the pilot would then be shared with _Nobody’s Perfect_ facilitators across Canada.

This project was based on a Families First Home Visitor’s vision after attending a _Nobody’s Perfect_ facilitator training in Manitoba: “I really enjoyed the group process at our training and have decided to start a "virtual parent group". I will see my families, do activities with them and use the (NPP) books. I will ask the families their questions/concerns and will write them up in a book. I will then pass them out to the group of families that I am working with. If a parent has an answer, they can write it up or tell me in person and then their input will be shared with the group as I visit them. I spoke to my manager and it all fits with the Personal Health Information Act (PHIA) that we adhere to. I will let the families know that violence/hurting the child as a potential solution will not be shared in the book. .... (The other FFHV) is thinking about doing this as well. I’m pretty excited as are the families that I am working with!”
Methods

Parent surveys, pre and post groups, (Appendix 7) were created based on Skrypnek’s (2009) An Evaluation of the Nobody’s Perfect Parenting Program. A process follow-up survey (Appendix 3) was also developed. Families First Home Visitors (FFHV) in Winnipeg conducted preprogram interviews with potential participants of the one to one Nobody’s Perfect parent group, and invited them to participate. Project Information letters were given to parents and permission forms were signed. Personal information was kept with the FFHV. Participants were given a number to help the Project Lead track their surveys.

Pre group surveys were completed by ten participants; six with one Families First Home Visitor and four with another. Nine participants completed a post survey resulting in only one withdrawal. A follow up process questionnaire was left with parents to complete before the next home visit. (approximately two to three weeks after the last session) The follow up survey was put into a sealed envelope and handed back to FFHV, who in turn passed it to the Project Lead. Honorariums (gift cards) were given to parents after each survey process they participated in. (Parents had the choice to complete or not complete any part of the survey and could quit at any time.)

Parents were involved in six sessions of Nobody’s Perfect between November 20, 2012 and March 21, 2013. Each Families First Home Visitor did the same activities with their own set of parents. They created a running log or scrap book of questions parents had while doing an activity. These questions were then passed on to the next family, and so on. The book became a living forum for parents. FFHV used the questions to engage parents in a broader discussion and asked for their input. They were encouraged to add to the discussion with their own comments and questions. The questions were shared by all ten families, not just in their FFHV grouping. This helped to create more diverse conversations. It is important to note that parents were told prior to the project that FFHV could not post any solutions that involved spanking or harming the child in any way, nor could they post anything that involved medical advice or questions. Parents were advised to speak to their Public Health Nurse for those concerns. At the end of their last Nobody’s Perfect session, a copy of the book was left for the parents to keep.

The Families First Home Visitors met periodically with the project lead and discussed program highlights and lessons learned. Along with anecdotal stories shared in the meetings, they were also asked to complete a process survey at the completion of their group. (Appendix 4)

“Oh! Other people go through this!” “I thought I was the only one!” “I’m doing okay!”
- Parents comments after reading the ‘virtual’ log book
Results

The pre / post and follow up surveys demonstrated that the Nobody’s Perfect program was effective in reaching most of its program objectives of: increased parent resourcefulness, better parent-child interactions, less punitive parenting and more knowledge of available supports. Parents in the study showed growth in using problem solving skills and in requesting support and searching for information. Even though parents did not attend a group in person, their outcomes were similar to the results shown in the Skyrpnek (2009) and Peterborough (2005) reports on parents who attended a Nobody’s Perfect group.

This project confirms that Nobody’s Perfect does help to enhance the capacity of parents to raise healthy and happy children, no matter how it is delivered. The program delivery adaptability is the strength of the program. Being a participant-centered program lends itself to having participants succeed.

In the follow up surveys of the program process, over half of the parents said they had not changed their feelings about parenting because of the one to one group process, but, had realized they are not alone in their struggles. Parents commented that it felt normal to see that others go through the same situations and they appreciated the guidance from each other. The majority admitted they had gained confidence. The most surprising outcome was that all but one agreed that they would likely attend a parent group outside their home because of their positive experience with the one to one virtual group.

“I gained knowledge and feel empowered by having opinions coming from other parents and similar sources” – Parent

The Families First Home Visitors planned their Nobody’s Perfect program together and worked as Co-facilitators. They indicated that the one to one virtual group process worked the same as a regular group would run. (They organized and prepped the same way they would have done a face to face parent group.) Using the surveys and paying attention to input from the parents helped the FFHV’s focus their content for the sessions. The honorarium was also a motivator for parents to participate in the research. “It got me in the door for my regular visits” - FFHV
In their follow up surveys and meetings, the Families First Home Visitors indicated that many parents became more open as the sessions progressed. They pointed out that some were able to see a connection with the patterns that were passed down to them, and one disclosed they did not want to pass certain traits down to their children. Parents were able to anonymously identify with others. They were pleased to discover the information in the parent books. Once parent called the books “eye openers”, and others said the books contained “heaps of information”.

Because the project was conducted during mid-winter in Manitoba, some visits to parents were cancelled due to extreme weather conditions, illness and holiday conflicts. The Families First Home Visitors felt a slight momentum shift with a few parents because of this.

“I wanted to normalize parenting for families. I wanted the families to share their knowledge with each other and to feel that they have empowered others with their experiences. I wanted them to feel less isolated” – FFHV

Because of the results of the study, this pioneering process of program delivery will now provide leadership in promoting alternative ways to facilitate Nobody’s Perfect.

All survey data is shown in Appendix 2
Demographics

Ten families were involved in the project. Nine completed the surveys. *It is important to note that all parents in the evaluation were already identified as needing support by Public Health Nurses and had been involved in the Growing Great Kids (2009) Home Visiting Program with a Families First Home Visitor prior to their participation in Nobody’s’ Perfect.*

More demographic information shown in Appendix 1
Conclusion

The strength of Nobody’s Perfect, no matter how it is delivered, is the participants. Because it is a participant centered, strength based program, parents feel normalized by hearing from other parents even when they do not communicate face to face.

By being involved in Nobody’s Perfect, parents gain from the experience and the support that is given by a group. Being actively involved in the process increases confidence in their own skills and normalizes parenting challenges.

Anecdotal comments indicate that parents increased knowledge and skills and decreased their use of passive parenting. They also indicate a further desire to attend parenting groups in their community. Parents have therefore become more confident in their own abilities and more willing to seek support from others.

Based on the success of the Nobody’s Perfect ‘virtual’ group process, an adaptation on a one to one delivery group module was written and will be added to the revised Nobody’s Perfect Parenting Program : Facilitator Guide. It will also be made available on the Nobody’s Perfect Knowledge Sharing Forum at www.nobodysperfect.ca

Module in Appendix 5
Appendix 1

**Demographics**

Based on 10 completed pre-group surveys

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents who completed Pre-Survey</td>
<td>10/10</td>
</tr>
<tr>
<td>Parents who completed Post-Survey</td>
<td>9/10</td>
</tr>
<tr>
<td>Parents who completed the follow up survey</td>
<td>9/10</td>
</tr>
<tr>
<td>Women</td>
<td>9/10</td>
</tr>
<tr>
<td>Men</td>
<td>1/10</td>
</tr>
<tr>
<td>Under 30 years of age</td>
<td>7/10</td>
</tr>
<tr>
<td>Over 30 to 40 years of age</td>
<td>3/10</td>
</tr>
<tr>
<td>Married or living together</td>
<td>3/10</td>
</tr>
<tr>
<td>Single</td>
<td>7/10</td>
</tr>
<tr>
<td>Caucasian</td>
<td>5/10</td>
</tr>
<tr>
<td>Aboriginal / Metis</td>
<td>3/10</td>
</tr>
<tr>
<td>Newcomer</td>
<td>1/10</td>
</tr>
<tr>
<td>Bi-racial</td>
<td>1/10</td>
</tr>
<tr>
<td>On Social Income Assistance</td>
<td>4/10</td>
</tr>
<tr>
<td>On Employment Income Assistance</td>
<td>3/10</td>
</tr>
<tr>
<td>Working (full or part time)</td>
<td>3/10</td>
</tr>
<tr>
<td>Average Number of children</td>
<td>2 / family</td>
</tr>
<tr>
<td>Average Age of children</td>
<td>2.5 years</td>
</tr>
<tr>
<td>10 families are supported by a Home Visitor program</td>
<td>100%</td>
</tr>
<tr>
<td>5 families indicated they had participated in a parent program or healthy baby program prior to this project</td>
<td>50%</td>
</tr>
</tbody>
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Appendix 2

Survey data Results Based on 9 completed pre and post surveys

Knows their Community:

**Knows their Community and has Social Support**

- showed no change 5/9
- showed an increase in their social group and knowledge of knowing where to go for support 3/9
- showed a decrease in knowing their community support 2/9*

*It is safe to conclude that one parent had just moved into the community, based on comments from her follow up survey

Knowledge, Skills and Confidence:

**Knowledge, skills and Confidence as a Parent**

- indicated that they take more time for themselves than they did before and had a decrease in stress 7/9
- showed an increase that they had someone to talk to about parenting 2/9
- showed an increase use of social media for finding out information on parenting and child development 5/9
- showed a slight increase in parental stress 2/9
Care and Nurturing:

- showed an increase in spending more time reading or doing something special with their child
- showed less time playing with their child
- showed no change than before
- showed an increase of using affection with their child

Parental Discipline:

- indicated a decrease, or slight decrease in the use of physical punishment or yelling at their children
- showed an increase, or slight increase use of problem solving based on their child’s developmental stage
- showed a slight increase in the use of withholding something (e.g., dessert)
Conclusion from Follow up surveys

Based on 9 completed surveys

What parents liked about Nobody’s Perfect ‘virtual’ group

- parents commented generally that they enjoyed the process of being involved with other parents, even if they were not face to face with them  
  9/9  
  100%

What parents learned from others

- parents commented that they felt normal and that others go through the same situations  
  5/9  
  55%

- others felt they had more patience and confidence as a parent  
  2/9  
  22%

- one felt they hadn’t participated in enough to learn from others  
  1/9  
  11%

Changes a parent by participating in Nobody’s Perfect

- parents felt they hadn’t directly changed because of the group but had realized they are not alone in their struggles  
  5/9  
  55%

- parents said they gained confidence  
  4/9  
  44%

From participating in the virtual one to one how likely are parents to attend a group in their community?

- Parents, all but one agreed that they would attend another group because of their experience with the one to one  
  8/9  
  88%

Other comments

- All but one parent indicated their experience was happy or very happy, one wrote “mediocre’ on hers
- One felt the program wasn’t long enough
- One felt the parent kits could be put into a binder
Appendix 3

Collated comments from follow up Surveys

Based on 9 completed surveys

What did you really like about your participation in the Nobody’s Perfect ‘virtual’ group?

- I liked the question and answer sheets and the books that come with. So much information that is useful
- stories / scenarios
- social aspect
- I like all the information and facts that I didn’t know were out there
- learning that I’m not the only one who feels the way I do or has the issues I have with my child
- getting to ask questions to other moms
- discussion, hearing what other parents had to say
- I like the questions from other parents because if I have advice I can help out or if I’m dealing with the same situation I can use the other peoples answers to help me as well
- I got the chance to hear about the struggles of other parents and was able to compare it to my own

What was the most important thing that you learned from the other parents?

- that other people go through the same situations
- patience
- confidence
- that no matter how much you think you are, you are not alone
- I didn’t participate enough to really learn anything from anyone else
- that we all have problems, even with experience
- we all make mistakes, this is a learning process
- I learned that most of the problems I have had are common and there are simple ways to fix problems. I love the advice other parents give

Did participating in the Nobody’s Perfect group lead to any changes on how feel as a parent? How?

- that other people go through the same situations
- no
- gained confidence in assuring others its ok to make mistakes and yes – “Nobody’s Perfect”
- yes, made me realize that no matter what I do, I am still a good parent. And that I will do anything for my child.
- it didn’t change how I feel, only made me realize I’m not alone in my situations
- yes, it made me feel more confident and more understanding. Realizing that every parent goes through problems and there’s always a solution
- no, but now I am aware I’m not alone in my struggles
- not overall
Now that you have participated in a group with other parents, if you had the chance, would you participate in other free parent groups in your community? Why or why not?

- yes, I feel like I’m doing a great job, instead of just a normal parent
- yes, I would because I like to learn new things about parenting
- yes – I gain knowledge and feel empowered at having opinions coming from other parents and similar sources
- to learn and get information, learning experience
- Possibly. It’s nice to get out and hear others words, but I’m also not one to converse in a social setting
- Yes I would. It’s nice to get to ask questions and answer them
- yes, info is good and so is the gift card
- yes I would because advice and suggestions can always help me to be a better parent
- no, I don’t have time

If you could change anything about what you did in the ‘virtual’ group, what would it be?

- nothing √√√√√
- nothing it was all good
- make the program longer

What recommendations or suggestions would you make to the Public Health Agency of Canada about how the Nobody’s Perfect ‘virtual’ group is run?

- not so many books, combine into one with sections
- none
- Nothing. Good information, questions answered
- nothing
- longer program focus on topics more
- it’s a great program
- I don’t have any suggestions. Everything was good

What was your overall experience like? Circle one, or draw your own.

very happy √√√√√
‘mediocre’ √

Please give any other comments you have about Nobody’s Perfect Program or your experience with the ‘virtual’ group.

- I felt the group was too short
Appendix 4

Collated Comments from Follow up Survey on the Virtual Group Process for Facilitators

Comment on your preparation and delivery of the Nobody’s Perfect ‘virtual; group? (What did a typical visit look like? Include a general outline and attach activities used at the back of this document)

- Since I was familiar with the activities it did not take too long to prepare but initially I had to read through the activities and adapt the ones that were for groups for the 1:1 virtual group that we did.
- To prepare for the visits I would photocopy, adapt and prepare activities, collect questions and answers from families, type them up and distribute again once completed. I would also integrate the NP with the FF curriculum at times to anchor the material (eg. If something was mentioned at a previous visit that was strictly for FF and was similar to NPP material I would point that out).
- My preparation was to get to know the activities. I brainstormed questions to ask and examples I may want to use to help parents to engage more in the activities. (eg.) “Lifetime of Values” or “Origins of Self Esteem”.
- During visit, I would introduce the activity and read questions from the log book. If a family is unsure of a question, I would ask some questions or give them some scenarios to help draw out discussion or ideas.
- Most activities included asking questions and listening to the answers and assisting parents to elaborate or recall information and then to help them apply the information.

What was the most important thing that you wanted the parents to gain from the 1:1 group process?

- I wanted to normalize parenting for families. I wanted the families to share their knowledge with each other and to feel that they have empowered others with their experiences. I wanted them to feel less isolated, less “imperfect“ and realize... that Nobody’s Perfect – which was achieved (I believe) through the reading of the questions and answers that were written and shared by the families. I wanted the parents to become less judgmental of their own parenting and feel more confident and proud.
- The most important thing I wanted parents to gain from the 1:1 group process is that other parents experience the same struggles, frustrations as they do. Also, that our upbringing gives us tools and a foundation of how we want to raise our own children. We have choices to use tools and experiences from our childhood or changing them to match our lives.
Did you see any changes in a parent by participating in the Nobody’s Perfect group? (Anecdotal stories will help here about how they felt when other parents had similar questions etc)

- When questions were brought out to families a very common statement was: “Oh! Other people go through this!” “I thought I was the only one!” “I’m doing okay!” Parents also felt good that they were able to help other parents when they answered the questions.
- Yes, parents felt more relieved and felt more confident in their parenting. They learned that they do not have to accept or follow other’s advice.
- When doing some of the activities, at first parents seemed like they were not interested in answering questions or could not remember experiences, from their pasts. During session parents slowly became comfortable and engaged in thinking how they wanted to raise their children, now. (eg) Lifetime of Values and Origins of Self Esteem

Where there any surprises for you throughout the 6 sessions? Comment on the parents actions going through the group process as an individual.

- Some parents were very open when they got to the more personal sessions (values). They reflected a lot on how their parenting was being affected by past experiences and by how they were parented. They also saw a connection with the patterns that were passed down to them and what they wanted to or did not want to pass down to their children.
- Another surprise was the activity about getting to know the materials. Parents were very pleased to find the info and discover what other info was in the books. One parent called it an ‘eye opener’ and others said that the books held heaps of great information.
- I was surprised that some of the parents really got into the activities, after their initial hesitation.
- I thought it was great that I was able to relate the “Guessing Game” activity to be done with a father’s older children and that the older children were able to do it with their dad. There was lots of smiles and engagement between the father and his older children.
- I was surprised there was not as much resistance to participating in a given activity. I did not think that all of the families involved would be willing to participate in activities.

If you could change anything about what you did in the 1:1 virtual group, what would it be?

- I will find a way to get parents to feel less shy about asking and answering questions. Even though we did get a fair amount in the time that we did the group, I might offer the families their own notebook when we start so they can write down any questions that they may have.
- I will continue to go through and adapt activities that are included in the books that we have.
- If I could, I would encourage more families to come up with questions and inquire more if they had any answers to previously distributed virtual group questions. I would help them brainstorm challenges, frustrations, confusion or questions they may be facing and help them to formulate a question for the virtual group.
What recommendations or suggestions would you make to the Public Health Agency of Canada to include in the Nobody’s Perfect Facilitator Training about your 1:1 adaptation? (Please give any other comments you have about the Nobody’s Perfect Program and your experience with the 1:1 virtual group.)

- I would recommend that a virtual group be set up online with a moderator, linked through the Nobody’s Perfect website. So many families are searching for info online and much of it is incorrect and creates panic within the family (eg. my child isn’t walking by 8 mos, etc. etc.)
- The 1:1 virtual group allows families to reflect on influences from the past, while allowing the families to express their experiences in intimate environment vs in a group setting that could feel intimidating. In a group setting, some participants may not express as much because they feel intimidated, shy or they may not want others to know their personal experiences or stories.
- Writing questions and answers anonymously or confidentially makes it easier for families to participate and have a voice.
- Advantage of the 1:1 virtual group is that it is not be over stimulating or intimidating to participants who are more shy, private or leery. It’s a safe place.
- Facilitators need to adhere to PHIA (Personal Health Information Act) and ensure that no medical info given and that answers given by parents do not include punishment of any form, (both are mentioned in the introduction letter).
- Give samples of activities before you start the program and ensure that Q and A are anonymous
- Ask for feedback from parents regarding the 1:1 groups to help us grow and create a better group each time.
- Encourage facilitators to read through activities and adapt them to the individual family they are working with and develop group activities and adapt them to be done on a one to one basis.
- At the beginning of each session, ask participants:
  - if they had any other comments about the questions and answers?
  - if they had the same question? Discuss using problem solving and/or using the experiential learning cycle.
Appendix 5

Adaptation module
One to One ‘Virtual’ Group Delivery Adaptations

Background and Evidence

One to one sessions of Nobody’s Perfect may be an enormous help for parents who are: moving into a new community, are unable to attend a group because of geographical, social, or cultural isolation, or simply need the extra personal support that a one on one session can provide. An adapted one to one approach can give organizations an opportunity to provide a low cost group style environment for their rural or urban community. One-on-one Nobody’s Perfect ‘virtual’ group sessions can also be used within already established home visitation programs.

Results from the Skyrpnek (2009) evaluation demonstrated that the Nobody’s Perfect program is effective in reaching most of its program objectives of: increased parent resourcefulness, better parent-child interactions, less punitive parenting and more knowledge of available supports. This unique adaptation showed the same results, even though parents did not attend a group in person but participated with others ‘virtually’ by a facilitated approach, in their own home. Parents commented that they felt normal to see that others go through the same situations and appreciated the advice from each other. The majority indicated they gained confidence. The most surprising outcome was that nine out of ten parents indicated they would likely attend a parent group outside their home because of their positive experience with the ‘virtual’ group.

“I wanted the parents to become less judgmental of their own parenting and feel more confident and proud.” – Home Visitor

“Oh! Other people go through this!” “I thought I was the only one!” “I’m doing okay!”
- Parents after reading the ‘virtual’ group log

The following is an adaptation of a piloted one-on-one delivery method used with the Families First Home Visitors in this study. The delivery approach allows more than one parent to participate in a ‘virtual’ Nobody’s Perfect group, while still each in their own home. The parents gain the same benefits of a supported group environment without actually meeting face to face with others.
Process

Parents are invited to participate in Nobody’s Perfect ‘virtual’ group as they would a regular group by facilitators. If appropriate, a letter may be given to parents that explain the one to one group process. (See Appendix 6 for sample) This group process works best with more than 2 families participating. Sessions are planned around common themes from the initial interest interviews and from a brainstorming activity in session 1.

Facilitators then provide the same activities with each family, but individually. Facilitators start to create a running log of questions parents had while doing an activity. These questions are then passed on to the next family while doing the same activity, and so on and so on. Helping parents write questions and answers anonymously makes it easier for families who participate and have a voice. Note: Be mindful of the parent’s literacy levels, but parents who feel comfortable should be encouraged to write in the log themselves.

It is important to note that parents will need to be told prior to a Nobody’s Perfect one to one virtual group that the facilitator cannot post any comments that involve spanking or hurting the child in any way, nor could they post anything that involves medical advice/questions. For personal health questions and concerns, parents should be advised to speak to their Health Professional.

Facilitators then use the log book to engage all parents in a broader discussion. This includes asking questions to help assist parents to notice and relate to the information, and then help them apply it to their own situations. Not everyone will agree with what has been posted and some information may not be best practice. Facilitators need to remember to use open-ended guided questions to help parents’ problem solve and gain new knowledge. Parents input should be encouraged and to add to the log book with their own comments and questions.

The log book becomes a living forum for those involved with the Nobody’s Perfect facilitator. Each subsequent session starts with a review and a discussion of the log book. Children can also be encouraged to draw a picture etc. for the other children and add it to the book. At the end of their last Nobody’s Perfect session, a photocopy of the entire log book is left for the parents to keep. This same process could be adapted to a facilitator monitored on-line forum.

Session 2 and Session 3 sample

Sample session activities available on www.nobodysperfect.ca
Appendix 6

Parent Information Letter

Welcome to the Nobody's Perfect virtual group!
I hope that you find this group enjoyable, informative and fun.

As part of our virtual group you will be given a set of books. After you take a look at the books you can give your questions to me. Once the questions are gathered, I will see if families wish to answer any of them, (the more the better!) and will share those answers with the group.

If the question is specific to your child, please give the age and gender of the child. If it is parent related, you don’t have to give your age! Please don’t give names for reasons of privacy.

I will collect questions when you give them to me and will then print them out every two or three weeks. I will do the same with the answers to the questions. I will be happy to take questions and answers anytime we meet.

Just a note: I cannot post any solutions that involve spanking or hurting the child in any way nor can I post anything that involves medical advice/questions. Please speak to your PHN (Public Health Nurse) about this.

There will be a short questionnaire given during the program. I will send it to Nobody’s Perfect for you. The information is anonymous and confidential. It’s done for funding reasons.

You have the opportunity to take part in a small study with me. The next page explains the project.
What is the study about?
The main goal of this study is learn about whether participating in Nobody’s Perfect is helpful to parents and to learn how the Nobody’s Perfect program could be improved.

Who is doing this study?
Youville Centre – Nobody’s Perfect Manitoba received some money from the Public Health Agency of Canada to do a small study of my Nobody’s Perfect Virtual Group. There will be approximately 10 other parents doing the same thing with me and another home visitor.

Do I have to participate?
Your participation is completely voluntary. If you decide to participate and then change your mind, you can stop participating any time and you don’t have to give a reason.

What will I have to do?
If you agree to participate, you will be asked to give some information 3 times during your sessions with me. First, I will give you a short survey before we start Nobody’s Perfect, then again 6 weeks later when we finish. A follow-up survey will be done shortly after our last session of Nobody’s Perfect. (I will help you with the questions if you don’t understand them or if there is a question that you don’t want to answer, you can just leave it blank.)

At the end of each session you will be given a $25 gift card to reimburse you for your time. (So that’s a total of $75 for the whole study)

Will anyone know I participated?
Your name will not appear on any of the information or survey that you fill out. Your answers to the survey will be grouped together with other parents’ answers and reported as group averages. Names will not be connected with any information. I will keep your name confidential.

How will my survey information be used?
Your information will be included in a summary report for the Public Health Agency of Canada. This report may be used for presentations, but again they will never include names.

What if I have more questions?
If you have more questions about the study, you can contact the project lead:

Carmen Paterson-Payne
Nobody’s Perfect Manitoba Provincial Coordinator
At Youville Centre 204-231-3208 or by email at: info@nobodysperfect.ca
Parent Consent Form

Please answer the following questions by circling YES or NO:

<table>
<thead>
<tr>
<th>Question</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you received and read the Information letter?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you understand why you are being asked to participate in the study and that it is voluntary?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Have you had an opportunity to ask questions and discuss this study?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you understand that you can quit taking part in this study at any time and that you do not have to give a reason?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you understand that you will receive a $25 gift card each time you participate in the study?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Do you give us permission to use your information (not your name) for presentations and reports?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If you have any questions, please ask your home visitor, or project lead</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Yes, I agree to take part in the Nobody’s Perfect 1:1 Virtual Group Project Study.

Name ______________________________________

X__________________________________________

Signature _________________________________ Date __________

My home visitor is ___________________________
Appendix 7

Parent Surveys – Pre and Post

Nobody’s Perfect
Home Visitors 1:1 Project

Pre-Group Survey

Before starting your Nobody’s Perfect virtual group, please complete this survey.

In this survey, first you will be asked for some information about your family. Next we will ask you about resources in your community and how much support you have from the people around you. Then, there are a few questions that ask about parenting; for example, your stress, problem solving and things like that.

There is no right or wrong answers to these questions. Just answer as honestly as you can and remember you don’t have to complete all questions.

If you have any questions, please ask your home visitor.
Thank you for your help!
(Remember; do not put your name on this survey)
## About Me

### Are you:

- Male_____ or Female_____
- _____Under 20 years of age
- _____20 or over, but less than 30
- _____30 or over, but less than 40
- _____Over 40

### What is your marital status?

- _____ single
- _____ married
- _____ living common-law
- _____ other
- (explain)_______________________________

### What is your highest level of education?

- _____Didn’t complete high school
- _____Completed high school
- _____Obtained a diploma or a degree
- _____In school now
- _____Other
- (explain)________________________________________________________________________

### What is your employment status?

- _____Working full or part time
- _____On unemployment or maternity leave
- _____On income assistance
- _____Other
- (explain)________________________________________________________________________

### How many children do you have?

- ______________

### How old are they?

- ______________________________________

### What best describes you:

- _____Aboriginal
- _____Caucasian
- _____ Other
- (please specify)________________________________

### Are you a Newcomer?  _____ yes  _____ no

### Have you ever participated in a Nobody’s Perfect Group before?  

- _____ yes  _____ no

### Have you ever participated in any other parent groups?

- _____yes  _____no

### If so, please specify

- __________________________________________
### About my Community and Supports

**Thinking about where I live:**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know how where to go for information about services offered in my community (example where the library is, or what an ACCESS Centre is)</td>
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</tr>
</tbody>
</table>

*Please put a V in box*
### About me as a Parent – Part 1

**Please put a √ in box**

<table>
<thead>
<tr>
<th>Thinking about me as a parent right now:</th>
<th>Agree</th>
<th>So-So</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>I would make a good role model for a new parent to follow</td>
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<td>Being a parent is manageable and any problems I have can be solved</td>
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<td>Sometimes I feel like I’m not getting anything done, or I have no time for myself</td>
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<tr>
<td>Being a parent makes me stressed and anxious most of the time</td>
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<tr>
<td>Being a parent is rewarding</td>
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Don’t worry…. you are almost done. Only 1 more page to go!
Me as a Parent – Part 2

<table>
<thead>
<tr>
<th>Thinking about the time I spend with my child everyday:</th>
<th>Many times a day</th>
<th>A few times a day</th>
<th>Rarely or never</th>
<th>Does not apply</th>
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</table>

Managing my child’s behaviour

<table>
<thead>
<tr>
<th>When my child misbehaves, I tend to do the following:</th>
<th>Never</th>
<th>Sometimes</th>
<th>Most of the time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ignore it and do nothing</td>
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<td></td>
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<tr>
<td>Give them a time out</td>
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<td>Take away a privilege (like eating dessert, or watching TV)</td>
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<td>Threaten them that I will do something, but I never do it</td>
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<tr>
<td>Try to distract them away from the problem</td>
<td></td>
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<tr>
<td>Let my child have their way because it’s easier than dealing with it</td>
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<tr>
<td>Calmly tell them what they are doing wrong and why and then what they should be doing instead</td>
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<tr>
<td>Praise my child for stopping the behaviour when I asked them to</td>
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<tr>
<td>Give my child a choice to help stop the fight before it happens (like “which shirt do you want to wear, the blue one or the green one?”)</td>
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</tr>
<tr>
<td>Stop and think about why they are acting that way and what I can do to help them</td>
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<tr>
<td>Use the situation as a teaching moment for my child</td>
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</tbody>
</table>

Thank you very much for participating in our survey!
Nobody’s Perfect
Home Visitors 1:1 Project

Post-Group Survey

After your last Nobody’s Perfect virtual group session, please complete this survey again. You will be asked again about the resources in your community and how much support you have from the people around you. Then, there are a few questions again about parenting; for example, your stress, problem solving, playing with your kids and things like that.

There is no right or wrong answers to these questions. Just answer as honestly as you can and remember you don’t have to complete all questions.

If you have any questions, please ask your home visitor.
Thank you for your help!

(Remember; do not put your name on this survey)
## About your Community and Supports

### After Nobody’s Perfect, thinking about where I live:

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Unsure</th>
</tr>
</thead>
<tbody>
<tr>
<td>I know how where to go for information about services offered in my community (example where the library is, or what an ACCESS Centre is)</td>
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</tr>
</tbody>
</table>
## About me as a Parent – Part 1

**After Nobody’s Perfect, thinking about me as a parent now:**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Agree</th>
<th>So-So</th>
<th>Disagree</th>
</tr>
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<tbody>
<tr>
<td>I would make a good role model for a new parent to follow</td>
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<td></td>
</tr>
</tbody>
</table>

Don’t worry…. you are almost done. Only 1 more page to go!
Me as a Parent – Part 2

**Thinking about the time I spend with my child everyday:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Many times a day</th>
<th>A few times a day</th>
<th>Rarely or never</th>
<th>Does not apply</th>
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<tr>
<td>How often do I sing or read to my child?</td>
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</table>

Managing my child’s behaviour

**Now when my child misbehaves, I tend to do the following:**

<table>
<thead>
<tr>
<th>Behaviour</th>
<th>Never</th>
<th>Sometimes</th>
<th>Most of the time</th>
</tr>
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<tbody>
<tr>
<td>Ignore it and do nothing</td>
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<td>Give them a time out</td>
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<td>Try to distract them away from the problem</td>
<td></td>
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<tr>
<td>Let my child have their way because it’s easier than dealing with it</td>
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<tr>
<td>Calmly tell them what they are doing wrong and why and then I explain what they should be doing instead</td>
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<tr>
<td>Praise my child for stopping the behaviour when I asked them to</td>
<td></td>
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<tr>
<td>Give my child a choice to help stop the fight before it happens (like “which shirt do you want to wear, the blue one or the green one?”)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Stop and think about why they are acting that way and what I can do to help them</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use the situation as a teaching moment for my child</td>
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</tbody>
</table>

Thank you very much for participating in our survey again!
Appendix 8
Sample of Pilot Parents Questions and Answers from log book
(Q = question, R = response, A, B, C ... = from different parents)

Q: My son (age two) has tantrums and I get upset when he has them. My mom says that I should ignore them but I find it hard to do that.
R: A- Assist your child in recognizing their feelings “You are angry/mad/sad/unhappy”. Explain they can be by themselves if they want until they feel better then come find mom/dad after.
B- Reassurance after and redirect to a favorite activity.
C -Do what works for your family dynamic.

Q: What do you say to people when they tell you that you are spoiling your baby when you pick him up? It’s so frustrating to hear that! (son 4 mos)
R: A- It is simple to judge anyone’s actions, but comforting a 4 month old is letting them know you are there for them
B-I don’t say anything but I pick up my baby and smile at them. I don’t like it either, especially when they don’t know me!

Q: I have a few favourite shows on tv that I like to watch. Am I hurting my daughter if she is in the same room when I watch them? (Girl, 10 months)
R: A - If you can, record them do that and watch later.
B- It is not hurting her any-she may watch a bit of it but be careful not too much.
C- I’ve heard babies shouldn’t watch until after they are 2
D- I record mine and watch them when the kids are in bed. That way I don’t have to worry if there are any bad parts for the kids to see or hear.

Q: I know that I should discipline and redirect my daughter when she is doing something wrong. Sometimes I’m just too tired to do it – is it okay to give in once in a while? (Girl 30 mos.)
R: A- Yes it is okay to let things slide sometimes. She is not old enough to be told and know things mean a certain way, and positive guidance reinforces things back to normal ways.
B- It is okay to do that once in a while but not for important things like safety.
C- If you let them do it once they’ll want to do it again and it will be harder to change the habit once it is formed.

Q: 4 year-old, daughter: We moved 2 months ago. (I have two children, 4 years-old and 20 months-old – both girls). My older daughter has started to do things like paint on the wall with her chocolate milk (with her hand) and started to hit her sister when her sister is bothering when she used to just tell me before. Any ideas why she could be doing this?
R: A- Sometimes it takes a while for kids to adjust to new things. Don’t worry about too much. Ask (your home visitor) what she thinks is happening
Resources


Nobody’s Perfect Manitoba (2007) *Activities and Resources for Nobody’s Perfect Facilitators*, Winnipeg, MB


Skyrpnek, Berna (2009) *An Evaluation of the Nobody’s Perfect Parenting Program* Ottawa, Ontario, Canadian Association of Family Resource Programs (FRP Canada)
Example of Six Sessions of a One on One ‘Virtual’ Group Adaptation

For *Nobody’s Perfect* Parenting: Facilitator Guide

Carmen Paterson-Payne

Nobody’s Perfect Manitoba Provincial Coordinator
The following module is an adaptation of a piloted one-on-one delivery method used with Home Visitors in a study completed in May 2013. The delivery approach allows more than one parent to participate in a ‘virtual’ Nobody’s Perfect group, while still each in their own home. Parents gain the same benefits of being in a supported group environment without actually meeting face to face with others.

Background and Evidence

One to one sessions of Nobody’s Perfect may be an enormous help for parents who are: moving into a new community, are unable to attend a group because of geographical, social, or cultural isolation, or simply need the extra personal support that a one on one session can provide. An adapted one to one approach can give organizations an opportunity to provide a low cost group style environment for their rural or urban community. One-on-one Nobody’s Perfect ‘virtual’ group sessions can also be used within already established home visitation programs.

Results from the Skyrpnek (2009) evaluation demonstrated that the Nobody’s Perfect program is effective in reaching most of its program objectives of: increased parent resourcefulness, better parent-child interactions, less punitive parenting and more knowledge of available supports. This unique adaptation showed the same results, even though parents did not attend a group in person but participated with others ‘virtually’ by a facilitated approach, in their own home. Parents commented that they felt normal to see that others go through the same situations and appreciated the advice from each other. The majority indicated they gained confidence. The most surprising outcome was that nine out of ten parents indicated they would likely attend a parent group outside their home because of their positive experience with the ‘virtual’ group.

“I wanted the parents to become less judgmental of their own parenting and feel more confident and proud.” – Home Visitor

“Oh! other people go through this!” “I thought I was the only one!” “I’m doing okay!”

- Parents after reading the ‘virtual’ group log
Process

Parents are invited to participate in Nobody’s Perfect ‘virtual’ group as they would a regular group by facilitators. If appropriate, a letter may be given to parents that explain the one to one group process. This group process works best with more than 2 families participating. Sessions are planned around common themes from the initial interest interviews and from the brainstorming activity.

Facilitators provide the same activities with each family. Facilitators start to create a running log of questions parents had while doing an activity. These questions are then passed on to the next family while doing the same activity, and so on and so on. Helping parents write questions and answers anonymously makes it easier for families who participate and have a voice. Note: Be mindful of the parent’s literacy levels, but parents who feel comfortable can be encouraged to write in the log themselves.

It is important to note that parents will need to be told prior to a Nobody’s Perfect one to one virtual group that the facilitator cannot post any comments that involve spanking or hurting the child in any way, nor could they post anything that involves medical advice/questions. For personal health questions and concerns, parents will be advised to speak to their Health Professional.

Facilitators then use the log book to engage all parents in a broader discussion. This includes asking questions to help assist parents to notice and relate to the information, and then help them apply it to their own situations. Not everyone will agree with what has been posted and some information may not be best practice. Facilitators need to remember to use open-ended guided questions to help parents’ problem solve and gain new knowledge. Parents input should be encouraged and to add to the log book with their own comments and questions.

The log book becomes a living forum for those involved with the Nobody’s Perfect facilitator. Each subsequent session starts with a review and a discussion of the log book. Children can also be encouraged to draw a picture etc. for the other children and add it to the book. At the end of their last Nobody’s Perfect session, a photocopy of the entire log book is left for the parents to keep. This same process could be adapted to a facilitator monitored on-line forum.

Session 2 and Session 3 sample
Sample Sessions and Activities to Use for a Six Session Series

Session #1

**GETTING TO KNOW EACH OTHER AND WHAT PARENTS WANT TO KNOW**

<table>
<thead>
<tr>
<th>Objective:</th>
<th>The first part of this activity is to help with group building and to help to get to know each other. The second part is the brainstorming activity. This process will begin to help parents to feel safe to participate in a discussion. Use those commonalities as starting point for planning subsequent sessions. <em>This activity requires some writing. You may have to help some parents by recording what they say.</em></th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials:</td>
<td>Sticky notes (medium sized), Pens</td>
</tr>
</tbody>
</table>
| Activity Experience: | Ask parents to answer the following questions on their sticky note. (You may change questions to suit your needs, or ask fewer ones)  

1. *Where is your favorite place to go with your family?*  
2. *How many children do you have and how old are they?*  
3. *What three things are important to you about your job as a parent?*  
4. *In four words, or less, what do you like to do to unwind?*  
5. *List up to five things you want to know more about your kids or parenting in general.*  

Explain that this list is the start of the ‘virtual’ group. You will share this note with the other families and you will see their notes. (if you prefer, you could type up all information on one sheet)  

Take the information from question #5 and organize into similar themes. This is the information needed to start to plan the next 5 sessions. |

**Example:**

- Books  
  - I don’t have any time for myself.  
  - Discipline  
  - Where to take my older kids in the summer  
  - Potty training and teething  
  - What can I do to baby proof my apartment?  
- Parents  
  - how do I know when to take my child to the doctor or the emergency room  
  - When to start solids  
  - how to get my kids to listen to me  
  - I’m tired all of the time  
- Body  
  - How to get the kids to stop fighting  
  - Potty training  
  - Getting my kids to eat veggies  
  - What to do when my kids are bored  
  - My kids are picky eaters  
- Safety  
- Mind  
- Behaviour
Session #2

It is important to start each session by looking and discussing the questions and comments in the log book from the previous sessions.

**GETTING TO KNOW THE PARENT MATERIALS**

<table>
<thead>
<tr>
<th>Objective:</th>
<th>For parents to become acquainted with the <em>Nobody’s Perfect</em> Parent Materials. This activity requires some reading ability, you may have to read and write for your parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials:</td>
<td>A copy of “Getting to Know the Parent Books” ladder, pencils, pens, markers, crayons, stickers, <em>Nobody’s Perfect</em> parent kit</td>
</tr>
<tr>
<td>Activity Experience:</td>
<td>When parents have the opportunity to become acquainted with, and use, the <em>Nobody’s Perfect</em> Parent Materials in their sessions, the more likely it is that parents will refer to the materials later. Give each participant a copy of “Getting to Know the Parent Materials” and a pen or pencil. Explain that the picture represents a ladder. There are questions written on the steps of the ladder. Using the Parent Materials, participants will try and find which book or resource would have the answer. They will put the answer on the “step” above the question and then move up the ladder to the next question. (See Facilitator’s copy) The facilitator could either read out the questions or let participants work on their own. Another option could be for that the participants color the “step” in the ladder with the color that matches the book where the answer is found.</td>
</tr>
</tbody>
</table>

**Notice:**

What stood out for you about the books? How easy or difficult was it to find the answers to the questions?

**Relate:**

How did the information fit with what you already know? What were the surprises? Do you have any questions for others?

**Apply:**

Having looked at the books, what ideas came to mind about how you could use the books? The questions on the ladder example can be changed. For example, you may wish to replace some of the questions with ones your participants had in the first activity.

Record any pertinent questions or comments about the parent kits that parents may have in the log book. This will then be shared with all families.

*Source: Activities and Resources for Nobody’s Perfect Facilitators – NPP Manitoba*
How do I find childcare?

When will my baby learn to walk?

How do I get my 2-year-old to eat?

Where do I find good, inexpensive toys?

How do I childproof my home?

How can I stop feeling so stressed?

When should I take my child to the dentist?

What can I do when my child misbehaves?

How do I know when to call the doctor?
GETTING TO KNOW THE PARENT MATERIALS (Facilitator’s copy)

- **PARENTS**
  - How do I find childcare?

- **DEVELOPMENT CHART**
  - When will my baby learn to walk?

- **BODY**
  - How do I get my 2-year-old to eat?

- **MIND**
  - Where do I find good, inexpensive toys?

- **SAFETY**
  - How do I childproof my home?

- **PARENTS**
  - How can I stop feeling so stressed?

- **BODY**
  - When should I take my child to the dentist?

- **BEHAVIOUR**
  - What can I do when my child misbehaves?

- **BODY**
  - How do I know when to call the doctor?
Session #3

It is important to start each session by looking and discussing the questions and comments in the log book from the previous sessions.

**HATS WE WEAR - PARENTS**

<table>
<thead>
<tr>
<th>Objectives:</th>
<th>This activity will help you see the many roles that parents play.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Materials:</strong></td>
<td>play dough recipe and supplies to make play dough Hats We Wear Pictures, pen, markers, pre-cut out paper hats shapes</td>
</tr>
<tr>
<td><strong>Activity Experience:</strong></td>
<td>Make play dough with parents. While you do, ask parents to reflect on the last time they took time to play. While play dough is cooling show parents the Hats We Wear picture of the little girl/boy. Ask them to identify their hats (roles such as – daughter, sister, son, friend etc.) Ask them to think about the expectations linked with each hat. Now ask parents to look at the picture of the woman/man. Invite them to draw hats on it to identify what they would be wearing now that they are a mother/father. (Cook, taxi, teacher, nurse etc)</td>
</tr>
<tr>
<td><strong>Notice</strong></td>
<td>When the parents are finished drawing, ask questions like; <em>What did you notice about the drawing? What are your feelings about wearing so many hats? Which hats make you feel good? Why?</em></td>
</tr>
<tr>
<td><strong>Relate:</strong></td>
<td>Ask: <em>What expectations are connected with the hat? Are these hats valued and recognized in society? Which hats add the most stress to your life? Which hats do you enjoy wearing? Are there any hats that you could give up, change or share?</em></td>
</tr>
<tr>
<td><strong>Apply:</strong></td>
<td>Have parents pick a few hats that make them feel good or make them proud of themselves, and write them on the paper hat cut outs. Invite them to put it on their fridge or other special place.</td>
</tr>
</tbody>
</table>

Invite parents to record their many hats list in the log book on one page, and on another write the things that they do to help reduce their stress. *(Playing) These will then be shared by all families in a guided discussion.*
It is important to start each session by looking and discussing the questions and comments in the log book from the previous sessions.

HOUSE ACTIVITY – BEHAVIOUR

**Objective:**
To help parents recognize the importance of using positive discipline approaches with their children and to be mindful of their child’s development.

**Materials:**
2 pieces of blank paper, markers, sample picture of a yard/house if you wish

**Activity Experience:**
Ask participants to draw a house and yard. Allow them to draw the picture on their own. While they are drawing, comment on it with such things as; “oh, I like blue too”, “tell me about your house” etc. Praise their efforts, pointing out their strengths, such as; “you really pay attention to detail, I like how you did the shingles”

**Notice:**
Debrief by asking: *What did you notice about the activity? How did you feel? What were you doing? What happened when I said “good job” or tell me about your picture?*

**Activity Experience:**
Ask participants to get a new paper. Now this time dictate what you want them to draw. What colors to use, where to put the tree etc. Be very focused here and make sure to comment on their paper if they are not doing it the way you had asked. Tell them to fix it if it was wrong.

**Notice:**
Debrief by asking: *What did you notice about this time around? How did you feel? What was your body doing? What happened when I said – “no that’s wrong”?*

**Relate:**
Then relate this experience of drawing to the last one. *What was different? Why? Does this remind you of anything with your kids? How do you think your children feel? What happens when you hurry them or are critical of them? Etc Now that you are aware of this, what can you do differently?*

**Apply:**
Then ask the parent to close their eyes and ask to think about a time when they learned something (a positive experience and very specific – my brother taught me to ride my bike) notice where they were, what the environment was like (was it sunny...) After a minute of silent reflection, ask them *who they learned from? What were the characteristics of who they learned from? What did they do as a learner? What the environment was like? How did they feel?* Discuss key messages that learning should be a SAFE and FUN EXPERIENCE and to remember that their children are learning every day.

Discuss with the parents what their frustrations with their children sometimes are. Discuss what they could do to help the situation *before* they get to the point of having their children feel________. Encourage them to ask others in the log if they have had the same experiences.
It is important to start each session by looking and discussing the questions and comments in the log book from the previous sessions.

**CHILD DEVELOPMENT AND PLAY - MIND**

| Objectives: | To become aware of the progression of their children’s development  
To discover the value of play, To practice making toys from common household materials  
This activity is appropriate for parents with children 0-2 years of age. |
|---|---|
| Materials: | Flip Chart, Recycle Bin with a variety of items that could be used to make a toy or an activity (Check the MIND book for ideas) *Nobody's Perfect* Developmental Chart  
Foam Board Display  
**Directions to make the Developmental Chart Display:**  
- Laminate the developmental chart.  
- Carefully cut out the age headings, the activity headings, and each picture, including the coloured tab to the right of the picture. The coloured tab to the right of the picture needs to stay attached to the picture.  
- Using double sided tape, space the age headings across a piece of foam board horizontally.  
- Again, using double-sided tape, space the activity headings vertically down the side of the foam board.  
- Taking each individual picture, apply a small piece of Velcro to the back of the picture.  
- On the foam board, place the corresponding piece of Velcro where the "missing" pictures would go. You will find the pictures are spaced out more than what they are on the Developmental Chart.  
- You can also cut out the *Nobody's Perfect* logo from the top, and using double-sided tape, attach it to the foam board. |

**Activity Experience:**  
We know children grow and develop differently. Where one child walks at 10 months, another child will walk at 12 months. There are broad ranges when we expect children to do tasks, and today we will take a look at these ranges.  
Remove the pictures from the Foam Board Display. Ask the parent to put the pictures in order on the chart under the appropriate age.

**Notice:**  
*What stands out for you as you look at the pictures?*  
*How difficult or easy was it to put the pictures in order?*
Apply:

Toys can be very simple and inexpensive. Even though they may not last more than an hour or two and may only hold a child’s attention for a short time, they can provide the opportunity for creative thinking and lots of fun!

Have on hand a variety of “blue box” items: boxes of all sizes, cardboard rolls, milk cartons, plastic containers and bottles, newspapers, egg cartons, bags (not plastic), magazines, etc. Have parents create (or if time does not permit, think of) a toy that would be suitable for their child at the age they are now.

Again, from the recycle bin, make a toy or think of an activity that would be suitable for your child’s next milestone.

*Having done this activity, what idea(s) will help you the most in playing with your child?*

Take a picture of the creations to add to the log book. Add any questions or comments parents may have about their children’s development or other homemade toy ideas. This is a great opportunity for sharing!

*Source: Activities and Resources for Nobody’s Perfect Facilitators – NPP Manitoba*
It is important to start each session by looking and discussing the questions and comments in the log book from the previous sessions.

### FEELINGS

<table>
<thead>
<tr>
<th>Objective:</th>
<th>To gain awareness of how self-esteem develops</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Messages we receive from people in our lives contribute to our self-esteem. These messages can be positive or negative. Some examples of such messages are: “You’re so rattle-brained! You’d lose your head if it weren’t attached!” “That’s my daughter. She can do anything she sets her mind to.” “He’s not the brightest kid, but he works hard.”</td>
</tr>
</tbody>
</table>

**Activity Experience:**

- Bring out the play dough from a few weeks ago if you wish or give them a squishy worm to play with. This will have parents something to focus on while you have a discussion.
- Ask parents to Remember a positive thing someone said to you as a child.
  - *How did you feel?*
  - *How did this experience affect your life?*
  - *Now, remember a negative thing someone said to you as a child.*
  - *How did you feel?*
  - *How did this experience affect your life?*
  - *Were you told you were like someone in your family?*
  - *Did this affect how you think of yourself?*
  - *Did you have a nickname?*
  - *How did this name affect your view of yourself?*

Then move on to the next activity.
# A LIFETIME OF VALUES

<table>
<thead>
<tr>
<th><strong>Objectives:</strong></th>
<th>To gain awareness of how our values have originated and to reflect on how those values may have changed. <em>This activity requires some writing. You may have to help some parents by recording what they say.</em></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction:</strong></td>
<td>What we value has strong roots in our childhood. Ideally, as we mature, we examine past teachings, hold onto some, discard some, and become clear about what is wise and right for us and what we want to pass on to our children.</td>
</tr>
<tr>
<td><strong>Learning Activity:</strong></td>
<td>Ask parents to complete the chart “A Lifetime of Values”. (see next page)</td>
</tr>
</tbody>
</table>
| **Notice Relate Apply:** | Then ask parents to sit back and consider a value they learned from their parents that they still hold.  

*How did they know their parents valued it? How did their parents teach this value?*  

Ask them to consider a value learned from their parents that they have since rejected.  

*Why is it no longer valued? Did you change the value? What factors were involved in selecting the current value?*  

Ask them to consider which ones they want to pass on to their children and why. |

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*Nobody’s Perfect Parenting | One to One ‘Virtual’ Group Adaptation*
A LIFETIME OF VALUES

What we value has strong roots in our childhood. Ideally, as we mature, we examine past teachings, hold onto some, discard some, and become clear about what is wise and right for us. What is important to you?

Listed below are some values given to us as children. Briefly record what you remember from your childhood and what you believe now.

<table>
<thead>
<tr>
<th>Value</th>
<th>Childhood Learning</th>
<th>Present Belief</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflict</td>
<td>Ex: avoid at all cost</td>
<td>Ex: express yourself</td>
</tr>
<tr>
<td>Fun</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spirituality</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Illness</td>
<td></td>
<td></td>
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<tr>
<td>Body Image</td>
<td></td>
<td></td>
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<tr>
<td>Education</td>
<td></td>
<td></td>
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<tr>
<td>Work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friendship</td>
<td></td>
<td></td>
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<tr>
<td>Money</td>
<td></td>
<td></td>
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<tr>
<td>Expressing Feelings</td>
<td></td>
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</tr>
</tbody>
</table>

**GUESSING GAME: “I know something special about you.”**

An activity for parents to do at home.

<table>
<thead>
<tr>
<th>Objective:</th>
<th>To build self-esteem in our children</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learning Activity:</strong></td>
<td>Give parents the following instructions:</td>
</tr>
<tr>
<td></td>
<td>Try to make bedtime a special relaxing time this week. This is often the time when children will open up and tell you things. This may not feel convenient for us but it is a time when we can build trust with them.</td>
</tr>
<tr>
<td></td>
<td>Think of something you like about your child and tell the child he/she has three chances to guess what it is.</td>
</tr>
<tr>
<td></td>
<td>Each time the child says something you repeat it and add, however, “that is not what I was thinking about”.</td>
</tr>
<tr>
<td></td>
<td>In the process the child gets four affirmations and they think three of them up for themselves.</td>
</tr>
<tr>
<td></td>
<td>For example, you think your child has a beautiful smile.</td>
</tr>
<tr>
<td></td>
<td>You say, “I know something really special about you. You have three chances to guess what it is.”</td>
</tr>
<tr>
<td></td>
<td>Your child says, “I am really good at talking”.</td>
</tr>
<tr>
<td></td>
<td>You reply, “I know you are a great talker; however, that is not what I was thinking about”.</td>
</tr>
<tr>
<td></td>
<td>Your child guesses, “I am really good at drawing”.</td>
</tr>
<tr>
<td></td>
<td>You reply, “I know you are a great drawer; however, that is not what I was thinking about”.</td>
</tr>
<tr>
<td></td>
<td>Your child guesses, “I am a good runner”.</td>
</tr>
<tr>
<td></td>
<td>You reply, “I know you are a great runner, but that was not what I was thinking. I was thinking you have a great smile”.</td>
</tr>
</tbody>
</table>

This marks the end of the Nobody’s Perfect Sessions in the One to One ‘Virtual’ Group. Invite parents to write any last questions that they might have for the other parents. Explain that once everyone has had an opportunity to see the log book for one last time, you will photocopy it all and everyone will get a copy.
Sample of Pilot Parents Questions and Answers from log book

(Q = question, R = response, A, B, C … = from different parents)

Q: My son (age two) has tantrums and I get upset when he has them. My mom says that I should ignore them but I find it hard to do that.
R: A- Assist your child in recognizing their feelings “You are angry/mad/sad/unhappy”. Explain they can be by themselves if they want until they feel better then come find mom/dad after.
   B- Reassurance after and redirect to a favorite activity.
   C -Do what works for your family dynamic.

Q: What do you say to people when they tell you that you are spoiling your baby when you pick him up? It’s so frustrating to hear that! (son 4 mos)
R: A- It is simple to judge anyone’s actions, but comforting a 4 month old is letting them know you are there for them
   B- I don’t say anything but I pick up my baby and smile at them. I don’t like it either, especially when they don’t know me!

Q: I have a few favourite shows on tv that I like to watch. Am I hurting my daughter if she is in the same room when I watch them? (Girl, 10 months)
R: A - If you can, record them do that and watch later.
   B- It is not hurting her any-she may watch a bit of it but be careful not too much.
   C- I’ve heard babies shouldn’t watch until after they are 2
   D- I record mine and watch them when the kids are in bed. That way I don’t have to worry if there are any bad parts for the kids to see or hear.

Q: I know that I should discipline and redirect my daughter when she is doing something wrong. Sometimes I’m just too tired to do it – is it okay to give in once in a while? (Girl 30 mos.)
R: A- Yes it is okay to let things slide sometimes. She is not old enough to be told and know things mean a certain way, and positive guidance reinforces things back to normal ways.
   B- It is okay to do that once in a while but not for important things like safety.
   C- If you let them do it once they’ll want to do it again and it will be harder to change the habit once it is formed.

Q: 4 year-old, daughter: We moved 2 months ago. (I have two children, 4 years-old and 20 months-old – both girls). My older daughter has started to do things like paint on the wall with her chocolate milk (with her hand) and started to hit her sister when her sister is bothering when she used to just tell me before. Any ideas why she could be doing this?
R: A- Sometimes it takes a while for kids to adjust to new things. Don’t worry about too much. Ask (your home visitor) what she thinks is happening
Virtual Nobody’s Perfect Group!

How many children do you have? _______________
What are their ages? ________________

Home Made Toys – MIND book
- using materials provided, make a toy for your child

What did you make? ________________________________________________________________
Why did you choose to make this? ____________________________________________________
_______________________________________________________________________________
What else could you make for your child out of recyclables? _____________________________
_______________________________________________________________________________
_______________________________________________________________________________

PARENT CORNER:
Do you have any questions for other parents?
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
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