



# **PREPARING TOMORROW'S PARENTS TODAY**

**HOW TO BRING PARENTING EDUCATION FOR  
CHILDREN AND TEENS TO YOUR SCHOOLS**

**THE PARENTING PROJECT GUIDE**

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THE PARENTING PROJECT



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Photo: Beth Schiffer



# W

*elcome to The Parenting Project's Guide.*

The Parenting Project exists to help you create effective parenting preparation programs in your schools and in other community settings. Our dream is that when all children receive consistent age-appropriate parenting preparation from pre-kindergarten through high school, our society will become a kinder, safer place for all of us.

We know that parenting education, especially for younger children, is a new concept for many people. This Guide provides the tools you will need to bring these programs to the children in your community. It is our hope that reading our Guide will empower you to articulate the importance of parenting preparation for all children and teenagers and to insist on and assist in its implementation.

I founded The Parenting Project because I believe that there is no single action we could take that has more potential to change our society than to better prepare tomorrow's parents and caregivers for the most important roles they will have as adults. We look forward to working with you. Please keep in touch. Please let us know your progress, your frustrations, and your successes. We are here for you.

With gratitude for your efforts on behalf of future generations,

**Suzy Garfinkle Chevrier, Founder**





## Preface

**The Parenting Project educates the public about the importance of parenting preparation for children and teens, and provides guidance and resources for educators and advocates.**



## **About the Parenting Project**

### **Preparing Tomorrow's Parents Today**

#### **The Parenting Project Is Changing the Future for Young People**

The Parenting Project is a nonprofit organization dedicated to advancing parenting education for children and teenagers in schools and community organizations. The Parenting Project educates the public about and creates support for parenting education and assists parenting education advocates in initiating and implementing school-based and community programs. The Parenting Project serves as a network for parenting education programs for children and teens, and as an international clearinghouse for information and resources.

The Parenting Project grew out of a mounting concern about increased violence and child abuse, neglect, and abandonment in our society, and the recognition that schools could play a pivotal role in reversing this trend by equipping children and teens with the attitudes, knowledge, and practical skills they will need if they are to become effective parents to the next generation.

The initial impetus for creating The Parenting Project came from Suzy Garfinkle Chevrier, an educator and journalist and the mother of three young children. Chevrier was inspired by Dr. Myriam Miedzian's groundbreaking book, *Boys Will be Boys: Breaking the Link Between Masculinity and Violence*, in which the author proposed parenting education as a potentially powerful intervention for interrupting the cycle of violence, abuse, and neglect resulting from poor parenting. In 1995 Chevrier joined Dr. Miedzian and nonprofit organizer and fundraiser Gary Ferdman to create a national educational resource for proponents of parenting education for children and teens. The Parenting Project quickly gained support from parents and teachers, from experts in education, child development, medicine, psychiatry, and social sciences, and from leaders in religion, business, entertainment, and politics, among many fields.

The Parenting Project has developed a distinguished Advisory Board and a dedicated Board of Directors, as well as an extensive network of expert contacts and supporters. The Parenting Project works with individuals and groups across the country and internationally to provide support and to disseminate information about effective parenting preparation programs for children and teenagers.





## What the Parenting Project Does

Toward its vision of better prepared future parents, The Parenting Project:

- Identifies and promotes programs that currently provide parenting preparation for children and teens
- Coordinates communication and ongoing dialogue among existing parenting preparation programs
- Inspires efforts to implement additional parenting education programs and assists and advises proponents of the parenting preparation movement internationally
- Encourages and facilitates strategic partnerships and staff development that will insure the skillful teaching of parenting in schools and other community settings
- Serves as a clearinghouse for programs, instructional materials, and other resources for teachers and advocates
- Maintains a toll-free telephone line, **1-888-PARENTS**, and a website, <http://www.parentingproject.org>, through which The Parenting Project offers information, referrals, and advisory services
- Increases public awareness of and support for parenting education for children and teens by using broadcast and print media and supplying materials, expert guidance, and on-site presentations
- Educates state and federal legislators and other elected and appointed officials about the importance of legislation and other measures to support parenting education in schools and community organizations





DADS  
JEREMY  
JEREMY DEAN

RESPONSIBLE  
FATHER

## Introduction

*At a time when the extended family has broken down and more and more teenagers are parents, we are in dire need of parenting education. Being a parent is one of the most important jobs we have to do in our short time in this world.*

*That's why parenting education must become part of our schools' curriculum. Every student—boys and girls—should know some of the basics about being a good parent and child development before he or she becomes a parent.*

**Bill Cosby**

Acceptance Message, National Parents' Day Coalition Awards Ceremony, July 1994



## Why Parenting Education for Children and Teens?

Parenting education encompasses a variety of parenting preparation programs and curricula that foster young people's knowledge and skills in parenting. Its aim is to improve the quality of parenting in future generations and to enhance the capacities for nurturing and maintaining healthy relationships among today's children and teens. A primary long-term goal of parenting education is to decrease violence in our society by reducing the abuse, neglect, and abandonment of children. Other long-term goals are to reduce pregnancies among teenagers and to provide the foundation for mentally healthier future generations.

Whereas parents in the past had little more to rely on than the practical wisdom of their elders, and the role models—good and bad—their caregivers provided, today's parents can benefit from a vast amount of available information. Research in the physical and social sciences has given us an extraordinary level of understanding of how children develop and how early experiences shape physical and mental growth. We also know a great deal about how different parenting practices influence children's development and behavior. We can impart this knowledge to children and teenagers before most of them become parents and take on the most daunting and important job they will ever have. Knowledge is power, and there is arguably

no human endeavor in which its application is so fitting and so crucial. Parenting preparation will make a significant difference in the ways future parents raise their children.

In preparing young people for their prospective roles as mothers, fathers, and caregivers of children, parenting education programs aim to:

- Develop empathy, constructive attitudes, and nurturing and caring behaviors toward others
- Raise awareness about parental roles and responsibilities
- Encourage responsible decision-making about when to become a parent
- Provide knowledge about human development—physical, psychological, cognitive, moral, and social
- Provide practical information and skills essential to good parenting

*This is the most important job we have to do as humans and as citizens . . . If we offer classes in auto mechanics and civics, why not parenting? A lot of what happens to children that's bad derives from ignorance . . . Parents go by folklore, or by what they've heard, or by their instincts, all of which can be very wrong*

**Dr. Alvin F. Poussaint**

Professor of Psychiatry,  
Harvard Medical School

"Should You Need a License to be a Parent?" *Parenting*, November 1994



As the following sections of this Guide describe, parenting education seeks to address a crisis in parenting in our society. This crisis is reflected in high levels of teen pregnancy, child abuse and neglect, paternal "uninvolvement," and increased delinquency, depression, suicide, and violence among children and teens. Contributing to the crisis, changes in American families' lifestyles have made childrearing a more stressful endeavor. Many families no longer have the benefit of the traditional support systems formerly supplied by extended families, neighborhoods, or close-knit communities.

Unfortunately, babies do not come with instruction manuals, but many parents and prospective parents recognize that they are not equipped with the knowledge and skills they need in order to do a good job with their offspring and they willingly seek help. A *Newsweek* poll in 2000 found that six out of ten prospective parents read books about parenting or early childhood before their children were born, and 32 percent of new parents took childrearing classes. While these statistics are somewhat reassuring, they suggest that a large segment of the parent population comes to the role with no preparation at all.

In fact, recent studies confirm that most people are lacking attitudes, knowledge, and skills required to ensure that their children thrive physically, cognitively, emotionally, and intellectually.

A national survey of 3,000 parents and prospective parents in 2000 revealed that many participants were alarmingly ignorant about childrearing.<sup>1</sup> Those who were not yet parents but planned to have children were the most confused and possessed the least accurate information. Conducted by ZERO TO THREE, a nonprofit clearinghouse for information about child development, and the nation's leading resource on the first three years of life, the study revealed that many participants had serious misconceptions about discipline and behavior, as well as unrealistic expectations about what activities children are capable of at various developmental stages. For example, many respondents erroneously believed that a fifteen-month-old child could be expected to share toys.

Another study, conducted at the University of Iowa,<sup>2</sup> found that, without intervention, high school students had relatively little knowledge about child development and children's health; the boys knew even less than the girls and were more likely to choose punishment and abuse to manage children's behavior. Other surveys show that even when parents know they are important influences on their children, many do not fully grasp how their continuing interactions can affect their children's development.

In all likelihood, the realization that they were not truly prepared for their parenting role is the reason that a vast majority of adults support parenting education for children and teens. According to a 1999 national survey conducted



for The Parenting Project by Lake Snell Perry & Associates, participants strongly favored parenting education for young people: 88 percent for students in high schools; 82 percent for middle school students; and 69 percent for children in elementary school.<sup>3</sup>

Perhaps the most compelling argument for parenting education for children and teens is that *it works*. As described in Chapter III, Summary Evaluations of School-Based Programs, specific school-based parenting education programs achieve their goals. Young children in these programs display more empathic and caring behaviors in the classroom and at home. Teenage students report that they understand and relate better to their families and to children and that they are motivated to postpone pregnancy until they are older and prepared for the parental role.

A study conducted at Michigan State University<sup>4</sup> bears out the effectiveness of parenting education for high school students. Compared with a control group of students who had not taken parenting education classes, students who had done so were: more knowledgeable about child development, less likely to believe that infants are spoiled by responsible and affectionate care, more likely to emphasize the importance of talking and reading to children, and less likely to be authoritarian in their parenting practices.

In summary: There is abundant evidence—solid research conducted by experts in education and child development—to support The Parenting Project's contentions that parenting education for children and teens will be a powerful, positive influence on childrearing practices; that knowledge imparted to children and teens about child development and "best parenting practices" will shape future parents' attitudes, beliefs, and behaviors and will contribute to more effective parenting; and that students who develop the capacity for empathy will be more nurturing to their children.



## What's in This Guide

The Parenting Project's aim in producing this Guide is to provide educators and other advocates with the tools and information necessary for the establishment of parenting preparation programs for children and teens. The Guide describes the need for and the importance of parenting education and provides an overview of successful programs offered in schools and by other community organizations.

In Chapter III of the Guide, you will find details about the most well respected school-based programs—their purposes, teaching methods and curricula, staff development and training methods, and costs—and summaries of the professional evaluations of some of the programs. Chapter IV describes several programs related to parenting education, including conflict resolution and character education programs, as well as many community organizations that either provide or have the potential to provide parenting preparation for children and teens.

Approaches to parenting education are varied. Some programs are geared to young children, others to adolescents. Some are self-contained; others are integrated into standard academic curricula. Teaching methods also vary. For example, some programs center on observing parent-infant interactions, one requires teenagers to care for a computerized simulated "baby," and others are more academically oriented—presenting the biology and psychology of child development. Each school and community has its own needs and priorities and shapes a parenting preparation program by assessing its requirements and tailoring available resources to its own unique setting.

In Chapters V and VI, the Guide describes ways to advocate for parenting education programs and answers some frequently asked questions, including how to gain community support and obtain funding for new programs.

The Guide's Appendixes and Selected Resources provide guidelines and reference information on parenting education programs for children and teens.



SUNRISE/SUNSET CHART

AGE	Directions	AGE	Directions	AGE	Directions
1	...	1	...	1	...
2	...	2	...	2	...
3	...	3	...	3	...
4	...	4	...	4	...
5	...	5	...	5	...
6	...	6	...	6	...
7	...	7	...	7	...
8	...	8	...	8	...
9	...	9	...	9	...
10	...	10	...	10	...



Photo: Al Rasha



## CHAPTER I: NEED

### What Is the Crisis in Parenting That Parenting Education Programs for Children and Teens Seek to Address?

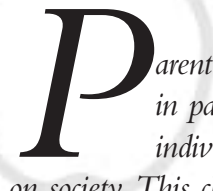
*I started to think that there was a direct nexus between parental and primary caregiver influence in the first couple of years to crime and teen pregnancy, drug abuse and child abuse, welfare dependency and homelessness—virtually any societal ill you want to point to.*

**Rob Reiner**

Chair, I Am Your Child

Describing his motivation for starting a nationwide campaign to raise public awareness about the importance of early child development.





**P**arenting preparation programs are, in part, a response to a crisis in parenting that inflicts suffering and failure on millions of individuals and exacts a terrible financial and psychological toll on society. This chapter focuses on some of the serious societal problems that are affected by inadequate or ineffective parenting skills. These include problems arising from: increasing stresses on the American family, poorly developed nurturing and relationship skills, child abuse and neglect, teen and adult violence linked to inadequate parenting, high teen birth rates, and uninvolved or absent fathers.

*With smaller and more isolated families, the opportunities to learn about the joys and responsibilities of parenthood at home have been reduced, and responsibility . . . has shifted primarily to schools . . . . The task force recommends a substantial expansion of efforts to educate young people about parenthood. Education about parenthood can begin in elementary school; it should start no later than early adolescence.*

**Starting Points: Meeting the Needs of Our Youngest Children**  
(Carnegie Corporation of New York, April 1994)

## **The Changing American Family Has Created New Issues in Parenting**

Statistics on today's American family point to increased pressures on parents and weakened support systems for children. Increasingly, fewer U.S. households represent the model of a traditional two-parent nuclear family. Nearly half of all marriages end in divorce. Thirty percent of all families (and about 66 percent of African American families) are now headed by single parents, usually mothers. Financial hardship is often a hallmark of the single-parent family. Children constitute 50 percent of the nation's poor, with many supported financially by only

one parent. Many children have little or no access to their noncustodial fathers or to the financial benefits of child support.

Seventy-five percent of mothers with children under eighteen work outside the home, and 54 percent of these women have children under the age of five. Many parents find themselves needing to work longer hours at their jobs. This limits the amount of time they spend with their children and, consequently, the guidance and supervision they provide them. This situation is of particular concern since children are starting to experiment with sex, drugs, and alcohol at ever younger ages. Another concern is that television, computer games, and other media often substitute for constructive parent-child interactions during



children's formative years.

Adding to the difficulty of raising children, more than half of the U.S. population moves every four years, resulting in disrupted family and neighborhood support networks for many children and teens. Raising children is a daunting job under any circumstances. Under today's stressful conditions, extended family and community support for parents and children are essential. The role of the school has become critical. Parenting preparation can equip future parents and other caregivers with the attitudes and practical knowledge that can bolster their abilities to cope with the everyday stresses of family responsibilities.

*The number of households with children that are headed by single mothers grew nearly five times faster in the 1990s than the number of households with children headed by married couples. The number of households with children headed by single mothers increased by 25 percent in the 1990s. In contrast, married-couple households with children grew by just under 6 percent.*

**United States Census, 2000**

## **Poorly Developed Nurturing and Relationship Skills Contribute to Inadequate Parenting**

Research shows that approximately 30 percent of American children suffer from inadequate emotional care. A Parent-Child Study conducted at the University of Minnesota tracked children of mostly uneducated, single adolescent mothers for nineteen years from their prenatal period to early adulthood.<sup>5</sup> Children who did not have early sensitive care were at higher risk for difficulties in forming peer relationships, had behavior problems as preschoolers and young teens, had lower educational achievement (especially in adolescence), and were more likely to need special education.

It is now believed that abuse, neglect, and other early childhood deprivations can cause permanent neurological damage that impairs children's abilities to concentrate, to reason, to control their impulses, to empathize with others, and to learn from the consequences of their behavior. The brain is extraordinarily malleable during the first three years of life. Researchers demonstrate that early childhood experiences can actually alter the structure of the brain and that everyday interactions are powerful in shaping language development and learning capacity.

Relationships with their parents also shape emotional development. If parents do not provide guidance, respect, and appropriate discipline, or cannot meet the needs of their children as individuals, their children may experience low self-esteem or depression, develop addictions, or exhibit violent behavior.



*[A] child who is not nurtured is a child who never learns to trust, never develops empathy, never accepts responsibility for his behavior, and hurts others with impunity.*

**Barbara T. Kelley,**

**Terence P. Thornberry, Ph.D.,**

**and Carolyn A. Smith, Ph.D.**

*In the Wake of Childhood Maltreatment, Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice, August 1997.*

Children who are biologically predisposed to mental illness or who have other special needs are particularly susceptible to the damage that results from poor parenting.

The abilities to nurture and to form healthy relationships are learned behaviors. Some parents have difficulty in providing emotionally sensitive care because of their own negative childhood experiences. Many children may have learned damaging behaviors from their parents' models, ranging from abuse to inattention. Unless they gain new knowledge

and changes in attitudes, when these children become parents they are likely to repeat their parents' patterns of behavior.

Even with positive childhood experiences of their own, parents may not be exposed to the type of information that could help them develop or broaden their own parenting abilities. For example, parents' sheer lack of knowledge of normal child development and children's learning patterns might lead to the use of inappropriate punishment or unrealistic expectations for academic achievement.

## **Child Abuse and Neglect Continue to Escalate in the U.S.**

Few pictures are more heart-wrenching than those portraying severely abused children: a girl of seven with bruises on her face, a boy of three with slash marks on his legs, an infant with rail-thin limbs. And no less disturbing, but harder to photograph, are the less visible wounds caused by emotional, verbal, or sexual abuse.

The sad truth is that child abuse and neglect are extremely high in the United States. Each year, nearly three million cases of child abuse and neglect are reported to authorities. The number of children seriously injured by abuse and neglect has quadrupled in the past fifteen years. Each day, three children die from abuse or neglect.

Aside from the obvious consequence of physical impairment, abuse and neglect victims have lower IQs and higher rates of learning disability, depression, delinquency, suicide, and alcohol and drug abuse. They are more likely to be violent and to be arrested as juveniles.

Abused or neglected preschool children tend to be angrier than other



children, to refuse to follow directions, and to show a lack of enthusiasm. By the time they enter school they are likely to be hyperactive and easily distracted and to have poor self-control.

Parents perpetrate three-quarters of the child abuse and neglect in the United States. The National Committee to Prevent Child Abuse, which tracks factors contributing to child abuse and neglect, ranks "issues of parental capacity and skills" as the second most frequent contributor. Only substance abuse ranks higher. Reports collected from across the nation indicate that abusive parents commonly exhibit poor understanding of children's normal development.

There is evidence that victims of early sexual, physical, or emotional abuse frequently become perpetrators of child abuse as adults. Unless an effective intervention like parenting education changes the attitudes and behaviors that foster abuse, this pattern of parental mistreatment is likely to be perpetuated.

## **Child Abuse and Neglect Are a Root Cause of Adult Violence, as Well as Violence by and against Children**

Research confirms that violence begets violence. Seventy-five percent of juvenile delinquents who commit the most violent offenses also were victims of serious abuse by a family member, according to research by the U.S. Advisory Board on Child Abuse and Neglect.

Adults who engage in deviant or violent behavior often were abused or neglected as children. The National Institute of Justice calculates that childhood abuse or neglect increases the likelihood of arrest in adulthood by 38 percent.

Some criminals are largely the products of what is known as "the cycle of violence." Dr. Myriam Miedzian writes, "Social-sciences research reveals that huge numbers of children today grow up in family situations that predispose them to violent behavior later in life. These youngsters are battered, experience weak bonding with caregivers, lack parental supervision, or have parents who fail to reinforce prosocial behavior. Males, who commit the preponderance of violent crimes, are at higher risk than females."<sup>6</sup>

The damage that leads to behavioral disorders or impulsive violence may

*It's only after children have been discovered to be severely battered that their parents are forced to take a childrearing course as a condition of regaining custody. That's much like requiring no license or driver's ed to drive a car, then waiting until drivers injure or kill someone before demanding that they learn how to drive.*

**Myriam Miedzian, Ph.D.**  
 "A Class on Parenting," *Philadelphia Inquirer*,  
 September 27, 1999



*Once an angry man dragged his father along the ground through his own orchard. "Stop!" cried the groaning old man at last. "Stop! I did not drag my father beyond this tree."*

**Gertrude Stein**

*The Making of Americans, 1925*

Violent behavior by adults and youth causes enormous destruction to individual lives and society alike. According to the U.S. Office of Juvenile Justice and Delinquency Prevention, family education for children and teenagers is a key strategy for preventing delinquency.<sup>8</sup>

*It is important to help children learn as much as possible about parenting to help prevent social problems like premature child bearing, and child neglect and abuse. Now that we know more about brain development in the very young, it is critical that we teach our future parents the important role that parents can play in stimulating and nurturing their children, and in preparing them to reach their full potential in school and in later life.*

**Edward Zigler, Ph.D.**

Sterling Professor of Psychology, Yale University  
and Director, Bush Center in Children,  
Development and Social Policy  
Testimony, Connecticut Committee  
on Children, 1999

occur quite early in a child's development. Many social scientists, including Dr. Bruce Perry of Baylor College of Medicine, believe that violent youth suffer actual neurological damage as a result of early abuse and neglect.<sup>7</sup> This early abuse disrupts the development of normal brain chemistry and impairs the ability of children to reason, control impulses, act appropriately on feelings, or empathize with others.

## **Teenage Pregnancy Is Linked to Poverty, Child Abuse and Neglect, Violence, and Other Problems for Children and Society**

More than half a million teenagers give birth each year in the United States. This is by far the highest teen birth rate of any developed nation. In eight out of ten teen births in this country, the pregnancy was unintended. Most teen mothers are unmarried. While some teen mothers and their offspring fare well, many do not. High rates of teenage pregnancy are clearly linked to increased poverty, child abuse and neglect, violence, and other problems for children and society.

Teen motherhood has significant long-term social and individual consequences. Only one-third of teen mothers finish high school. The harshness of life for many teen mothers and their children results in their falling into poverty and turning to public assistance. Estimates of the yearly cost of teen motherhood to the United States range from \$7 billion to \$29 billion.



The children of teen mothers face enormous obstacles. "These babies are at risk for long-term problems in many major areas of life, including school failure, poverty, and physical or mental illness," writes the American Academy of Child and Adolescent Psychiatry (AACAP).<sup>9</sup> Because teens are often physically immature and uninformed and frequently do not seek prenatal care, they deliver more babies with low birth weight and other developmental and health complications. In later years, additional problems emerge as the children of teen mothers demonstrate lower cognitive development and drop out of school at rates substantially higher than other children.

Teen motherhood also creates a risk for child abuse and neglect. "Babies born to teenagers are at risk for neglect and abuse because their young mothers are uncertain about their roles and may be frustrated by the constant demands of care taking," writes AACAP.<sup>10</sup> Statistics on teen parents show that their sons have a higher chance of being incarcerated and their daughters are far more likely to repeat the early procreation cycle and become teen mothers themselves. Parenting education raises teens' awareness that having a child is a formidable responsibility, and many students exposed to such education become motivated to defer having children until they are older and better prepared.

## **Uninvolved or Absent Fathers Are Linked to Child Abuse and Neglect and Other Problems for Children and Society**

When fathers are not involved in parenting because of physical absence, emotional disengagement, or both, their children are prone to more behavior difficulties and problems in school and in their relationships with others. Although many family configurations can provide the nurturing and support that children need, research shows that the involvement of responsive and responsible fathers protects children from many difficulties and enhances a child's growth and development. Paternal involvement and warmth are positively associated with a child's cognitive and intellectual development, mental health, self-esteem, problem solving, and resiliency.

Unfortunately, more than 75 percent of young children in the U.S.

*In our current system, we pretend that the only adult role of importance is the work role and never mention that marriage and children may be a major part of a man's future life.*

**David Popenoe**, Ph. D.

Professor of Sociology and Co-Director of the National Marriage Project, Rutgers University  
*Life without Father: Compelling New Evidence that  
Fatherhood and Marriage are Indispensable  
for the Good of Children and Society*  
(New York: The Free Press, 1996)

*“I called out to him to pay some attention to me  
To give me counsel on the conduct of my life.  
Father! I cried. Return! You know the way . . .  
Oh teach me how to work and keep me kind.”*

**Stanley Kunitz**  
“Father and Son”

experience less than an hour a day of individualized contact with their fathers. One-third of children live in homes without their fathers, and two of every five of these children have not seen their fathers in more than a year.

Analysis of a twenty-six-year longitudinal study found paternal involvement to be critical in the development of empathy. Young men who grow up in homes without fathers are twice as likely as other males their age to be arrested and incarcerated. Fatherless homes are linked to many other problems, including poverty, teen suicide, substance abuse, behavioral disorders, dropping out of school, running away from home, and homelessness.<sup>11</sup>

Child abuse and neglect are also linked to fatherless homes, according to information gathered by the National Center of Child Abuse and Neglect. Children whose fathers are absent have a 77 percent greater risk of being harmed by physical abuse and of suffering from emotional and educational neglect.

Children who do not have paternal support and involvement are more likely to repeat a grade, to be suspended or expelled or fail to achieve educationally, and to have lower expectations about higher education. Physical and mental problems are more likely to arise, including teen smoking, substance abuse, and suicide.

Involved fathers with a warm and caring parenting style can enhance children's intellectual development and social competence. While fathers generally interact differently with children from the way mothers do, especially through physical play, their involvement not only supports the other parent but also provides unique interactions in child stimulation and activity. By increasing boys' awareness of the importance of paternal responsibility and nurturing, and educating them about child development and children's needs, parenting preparation is a powerful strategy to develop boys' abilities to be involved and effective fathers.

