

PIPE Planning Packet

Introduction to the PIPE Planning Packet

This packet contains a few resources to support the use of Partners in Parenting Education (PIPE) curriculum in the Nurse-Family Partnership program. Consider completing PIPE Planning Templates with your team. Each nurse home visitor may complete a planning template and then share with the entire team or you can develop them together. This creates shared learning and allows you to develop a comprehensive PIPE repertoire!

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How PIPE fits in the Nursing Process

Observation: In Pregnancy, Infancy or Toddler visit, what did you observe as a need for support to foster attachment? If you are proficient in DANCE: What did you observe regarding the parent-child interaction in previous visits? Consider what you observed during a DANCE visit.

Assessment: What parenting needs (knowledge, skills, attitudes) has the client expressed and you have observed that you can explore / support? DANCE: What are the DANCE STEPS Areas of Strength, Enhancement, and Growth? Which behavior(s) do you select to target by reinforcing strengths or supporting areas of Enhancement and Growth?

Plan: Supporting caregiving includes providing information that enhances parenting knowledge, skills, and confidence. This is accomplished by teaching infant communication, infant development, and modeling behaviors. Partners in Parenting Education (PIPE) is one of the tools in NFP to facilitate this. The purpose of PIPE is to connect parents and children in positive, sensitive, and responsive ways.

Select a PIPE topic to discuss. Refer to the DANCE STEPs appendices for ideas if you are not sure which lesson best meets the identified needs. Describe what you plan to accomplish at the visit. Choose one key concept and one way to teach it (strategy) that will make sense to your client and respect her culture, literacy, learning style, interests, etc.

Implementation: Complete the PIPE lesson with the client, in addition to other visit content you and the client have agreed upon. For PIPE, teach the one concept the client and child will benefit from most using the selected strategy. Demonstrate how to make this concept relevant in everyday life and coach the client when the client attempts it with her child.

Evaluation: Part of evaluation in the Nursing Process includes reflection with the client after the PIPE lesson is complete. Did she understand the concept (example: Can she explain why children do better when they have routines)? What ideas does she have to use the concept in everyday life? (example: Client practiced a routine for diaper changing and incorporated a game). Did the lesson support a more nurturing and responsive interaction (example: Mom and baby enjoyed the game, laughed and smiled responsively)?

Documentation: When documenting, use the recommended charting style according to your agency's policy to document what you learned during the PIPE lesson. Include a description of the parent-child interaction. How did the client connect with the material? What did she say/do that let you know she understood the concept? What was your evaluation, based on what the client verbalized and your observation, that led you to believe she understood the concept you presented? If you were using PIPE as part of the DANCE STEPS, what DANCE behavior(s) were you attempting to reinforce (for strengths), enhance, or grow? Will you need to repeat or review the concept in future visits? When and how will you do this?

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PIPE Planning Template Guidance

This template can be used as you prepare PIPE lessons based on your clinical assessment of the client and caregiver-child interaction. It helps you organize your lesson based on the PIPE topic you select from the PIPE Educator Guide (spiral bound curriculum book). Narrow your focus for PIPE topics to one concept and one strategy. Once you have filled out the template and completed the PIPE lesson with the client, remember to document your evaluation in your nurse's notes.

<p>Selected Topic: The topic should be based on your assessment of your client's needs related to caregiver-child interactions.</p>	
<p>Parent Handout(s) (from Parent Handouts notebook or CD)</p> <p>The PIPE manual provides several choices for each full lesson. Pick one-two handouts that fit the one concept you will teach and that will work with client's literacy, culture, etc.</p>	<p>Activity Card(s) (from PIPE Activity Cards or other parent-child activity, song, game)</p> <p>The PIPE Manual provides several options for each lesson. Pick one that works for you and your client to demonstrate the concept. If it doesn't work for the client or you, find any other activity that does help client experience the concept in day to day life.</p>
<p>Other Supplies (Materials for hook, concept, strategy, and/or demonstration/interaction)</p> <p>Some activities or handouts require supplies. Using toys and supplies already in the home helps parents see how to enrich their child's life within their budget.</p>	<p>DANCE Behaviors this lesson supports (Refer to DANCE STEPS Appendices)</p> <p>When you see a parenting behavior that can improve, use your DANCE steps to help you find the PIPE lesson and concept to address the behavior.</p> <p>Another useful at-a- glance resource is (Appendix B: DANCE Behavior Guide for NFP Program Materials) in the DANCE Coding Manual.</p>
<p>Step 1: Presentation of Concepts</p> <p>-Hook (create relevance for the client): How will you help the client see how important this concept is for her and her baby?</p> <p><input checked="" type="checkbox"/> Selected Concept: Which concept from the PIPE lesson will be the most helpful to the mother-baby relationship today?</p> <p><input type="checkbox"/> Strategy: Which one strategy will best help you teach the concept to the client?</p>	
<p>Step 2: Demonstration</p> <p>How will you model the concept to the client, so she can bring it into everyday life? Use the activity card or an activity of your choice to make the concept real.</p>	
<p>Step 3: Supervised Parent-Child Interaction</p> <p>How will you support the client in a "return demonstration"? Reflect on what you can say so the client feels affirmed and reinforced for what she is doing well. What will tell you if the client can apply the concept with her baby? If not, how can you coach her to develop skills?</p>	
<p>Step 4: Evaluating the Parent-Child Interaction</p> <p>How will you determine if the client understood the concept? How will you determine if the client connected with her baby in a nurturing and responsive way?</p>	
<p>Suggested Action Step Between Visits</p> <p>What steps can the client take between visits to support her learning and caregiver skill?</p>	

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PIPE Planning Template

This template can be used as you prepare PIPE lessons based on your clinical assessment of the client and caregiver-child interaction. It helps you organize your lesson based on the PIPE topic you select from the PIPE Educator Guide (spiral bound curriculum book). Narrow your focus for PIPE topics to one concept and one strategy. Once you have filled out the template and completed the PIPE lesson with the client, remember to document your evaluation in your nurse's notes.

Selected Topic:	
Parent Handout(s) (from Parent Handouts notebook or CD)	Activity Card(s) (from PIPE Activity Cards or other parent-child activity, song, game)
Other Supplies (Materials for hook, concept, strategy, and/or demonstration/interaction)	DANCE Behaviors this lesson supports (Refer to DANCE STEPS Appendices)
Step 1: Presentation of Concepts -Hook (create relevance for the client): <input checked="" type="checkbox"/> Selected Concept: <input type="checkbox"/> Strategy:	
Step 2: Demonstration	
Step 3: Supervised Parent-Child Interaction	
Step 4: Evaluating the Parent-Child Interaction	
Suggested Action Step Between Visits	

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PIPE Tracking Form

	Topic	Description	Date Completed
Listen, Listen, Listen topics	Cribside Communication	It's easier to take care of your child if you can read and understand his/her needs and feelings.	
	Patterns & Expectations	Set up routines that are good for your child and good for you.	
	Baby Cues	Listen to your baby. Babies communicate emotions to help you and others understand what they are saying.	
	Tune In / Tune Out	Children give signals when they want to connect and when they need a break. Communicating with your child helps you meet his/her needs. It also gives your child confidence.	
	Floortime	Make play more fun for you and your child. At the same time, you can help your child learn.	
	Learning Language	Learn how babies develop language. Have fun while helping your child communicate.	
	Music and Rhythm	Use music and rhythm to provide special moments with your child throughout the day. At the same time, you can help your child's brain development.	
	Reading to Baby	Reading is fun and a way to share closeness with your child. It is also useful to help your child's language development and to be well-behaved.	
Love is Layers of Sharing topics	Love is in the Palm of Your Hand	Love can mean different things to others. Explore what it means to you. Learn how to build a love that deepens over time.	
	Each Child is Different	Feel closer to your child by understanding his/her specialness. Taking care of your child goes better if you understand his/her temperament.	
	Love Needs a Safe Base	Increase the love between you and your child by helping your child feel safe and secure.	
	Joy & Laughter	Learn the difference between sharing emotions and being emotional. Experiencing shared positive emotions adds joy to you and baby's lives. Sharing negative emotions signal caution.	
	Touch Tones	Learn about using touch to share good feelings like love, trust and respect.	
	Attachment	Help your child become deeply attached to you.	
	Love is Letting Go	Support your child's need to become independent and still know he/she can depend on you.	
	Love and Limits	By providing limits you help your child control his/her emotions and behavior.	
	Love is Sometimes a Rocky Road	All relationships go through hard times, like when your child goes through changes in development. Learn things that can help get through those hard times.	
	Emotional Refueling	By taking care of yourself, you can take better care of your child.	

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	Topic	Description	Date Completed
Playing is Learning topics	Playing is Learning	Playing is a child's way of learning about themselves and their environment. It helps your child to master new skills and develop mentally, physically, and emotionally.	
	Playing is Learning About Differences	Learn about child developmental stages and appropriate expectations. Explore the differences in temperament.	
	Baby's First Teacher	Turn routine daily activities into learning activities for your child.	
	What are Children Really Learning?	Babies are unique and may require different teaching styles. Learn what is meant by stabilization and socialization.	
	Learning the "Do's"	Use play to help your child develop social skills and to be well-behaved.	
	Roadblocks to Learning	Learn how emotions can help or get in the way of learning. Use positive emotions to help your child learn more easily.	
	Playing Stimulates the Senses	Children learn by using their senses. Overstimulation can block learning.	
	Play is Imitation and Turn Taking	Imitation is a child's first play. Use imitation to teach your child cooperation and language.	
	Playing is Communication	Strengthen your relationship with your baby through play. Discover how play teaches communication along with some rules to facilitate communication.	
	Playing is Problem Solving	Play allows children to experiment and develop autonomy. It supports children to experience skill mastery.	