

# PROGRAM WORKBOOK

Journey to nurture your and your  
child's long-term wellbeing



WRITTEN BY NOUR AZHARI

# Introduction

## Lesson: Structure, first task and program workbook

Video: Structure of the program and first task

\*Action Item 1



**Why are you really going through this program?**

What is your **long game** when it comes to your parenting journey?

This is what will **motivate** you to make the important changes you will be committing to throughout this program. When you feel demotivated, **remind yourself of your why** by closing your eyes and visualizing it

**For example**, If what matters most to you is that you be a powerful role model to your child, close your eyes and visualize yourself being that powerful role model and your child feeling empowered by you to lead the life that they want.



**What do you see? What do you feel?**



Research has shown visualizations activate the same parts of our brain as if the actions and feelings we are envisioning were actually happening, making it an extremely powerful tool for positive change.



Write your answer in this box



And share with the community your why, your long game!

## Lesson: Pre-training survey

*\*Action Item 2*



Please click on **this link** to complete the pre-training assessment for us to have a better understanding of the needs and wants of parents like you.

## Lesson: Access to private community



*\*Action Item 3*



In case you missed it, you can **click here** to join the private Facebook community of like-minded parents going through the program or who have already gone through it.

You can connect with other parents to inspire, motivate and keep each other accountable. You can also ask questions about the program's content, as I will be coming in to answer the most frequently asked questions.

# Module 1: Building blocks to you and your child's psychological resilience, healthy sense of identity and mental well-being

## Lesson 1: The power of the mind



Video: The self-fulfilling cycle of thoughts, emotions and behaviors  
*\*Action Item 4*

**Pick a time when you got upset with someone. And identify:**

**1. The event/situation that happened**

Blank writing area for the event/situation that happened.

**2. The emotion you were stuck in**

Blank writing area for the emotion you were stuck in.

**3. The thought that triggered the emotion**

Blank writing area for the thought that triggered the emotion.

**4. The core belief that triggered the thought**  
(don't worry if you find it difficult to identify it-just try!)

Blank writing area for the core belief that triggered the thought.

## Lesson 4: Identifying your own sabotaging beliefs

Video: Identifying your own sabotaging beliefs

*\*Action Item 5*

### 1. Which beliefs (positive and negative) did you identify:

Positive beliefs about you, others and your circumstances?

Negative beliefs about you, others and your circumstances?

### 2. Pick 1-2 positive beliefs.

How are they positively impacting different areas of your life?

*(Mental health; personal and professional relationships; physical health; career, personal growth, etc.)*



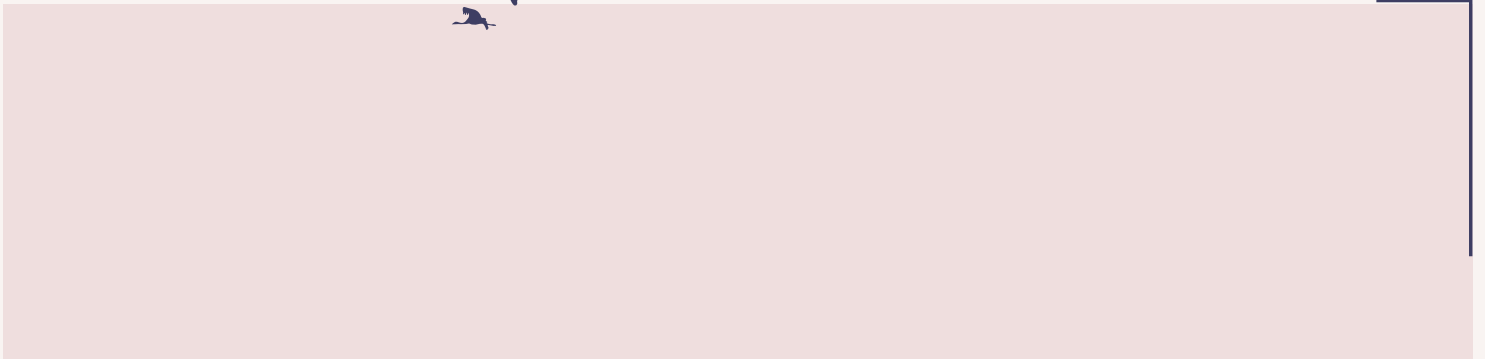
### 3. Pick 1-2 negative beliefs.

How are they negatively impacting different areas of your life?

*(Mental health; relationship with child; other personal and professional relationships; physical health; career, personal growth, etc.)*



### 4. Set intention for which beliefs you want to let go of:



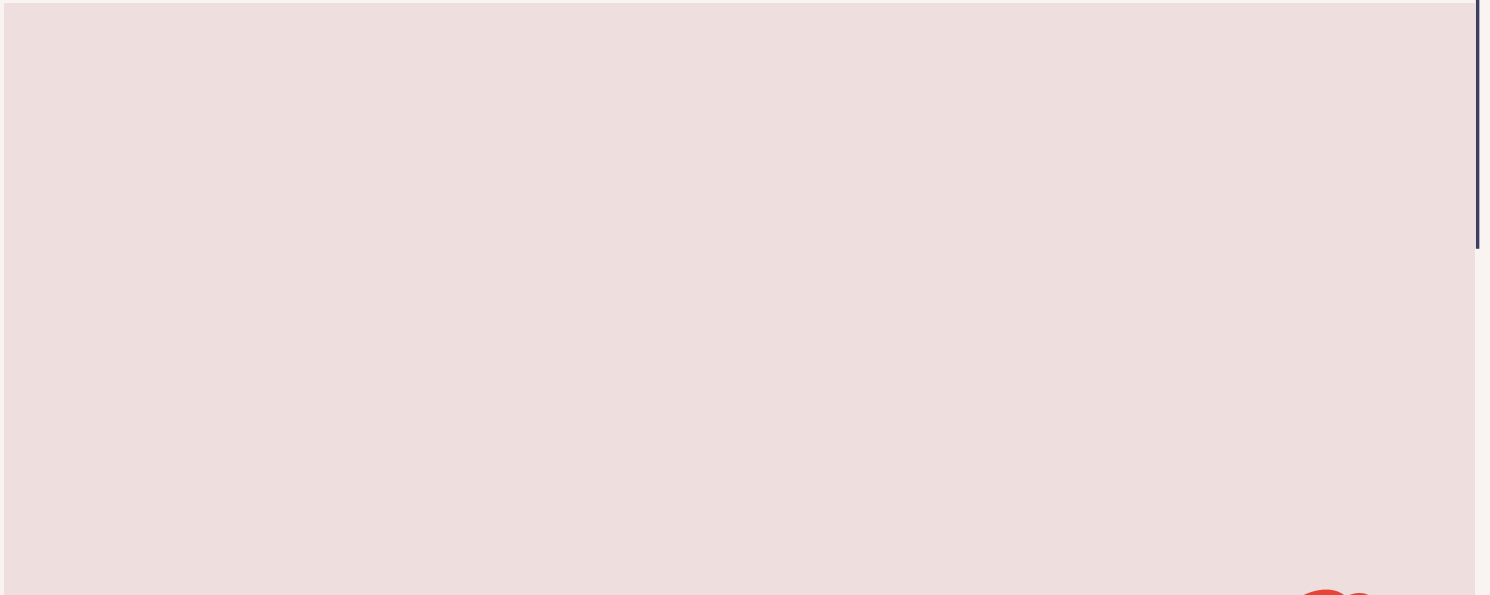
**Share with community your intention!**

# Module 2: How to enable your child to meet their psychological needs

## Lesson 1: What are your child's core psychological needs & reflecting on your own

Video: Reflecting on which psychological needs your child may be struggling with *\*Action Item 6*

**Gently reflect on which psychological needs your child may be struggling to fulfill and how it is showing up:**



# Lesson 1: What are your child's core psychological needs & reflecting on your own

Video: Reflecting on which psychological needs you may be struggling with & relationship with your beliefs

*\*Action Item 7*

## Step 1: Reflect on the extent to which your psychological needs are satisfied

Scale 0 (Not at all) to 10 (extremely).

How much has my need for **autonomy** been fulfilled recently?

Description:

How much has my need for **relatedness** been fulfilled recently?

Description:

How much has my need for **competence** been fulfilled recently?

Description:





**Step 2:** How is each of your needs that is not being met **impacting** different areas of your life? (Mental health; relationship with child; other personal and professional relationships; physical health; career, personal growth, etc.)

Impact of lack of autonomy:

Blank area for writing the impact of lack of autonomy.

Impact of lack of relatedness:

Blank area for writing the impact of lack of relatedness.

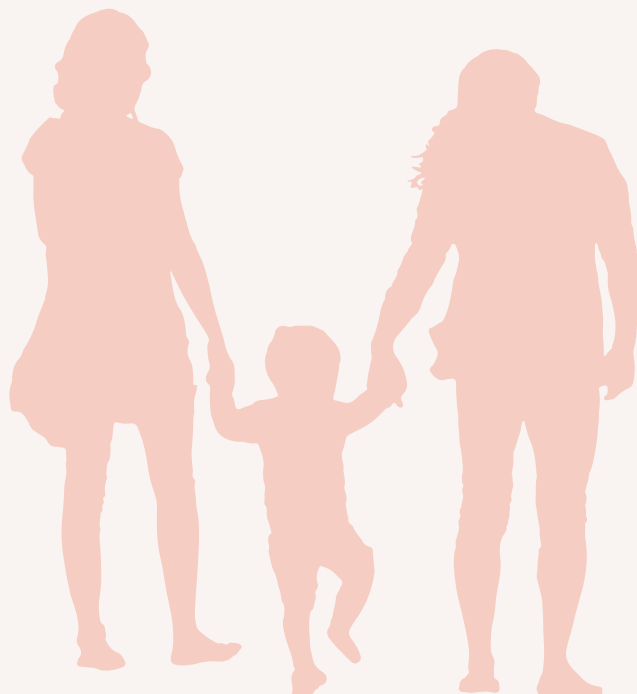
Impact of lack of competence:

Blank area for writing the impact of lack of competence.

**Step 3:** What are some relationships between **sabotaging core beliefs** you have formed and needs you have been **having trouble meeting**?

*(Look at complete list of your core beliefs in the beginning of workbook)*

 **Share your insights with your community!**



## Lesson 2: How can you support your child in meeting their needs?

Video: Providing structure and guidance

*\*Action Item 8*



Think of some boundarie(s) that you've set that have caused conflict between your and your child

And for each one, reflect on the following question:

**Did I truly set this boundary for their own wellbeing?**

**Or did I set it as a result of my own limiting beliefs ?**

A large, empty rectangular area with a light beige background, intended for reflection. On the right side, there is a decorative graphic consisting of several parallel lines forming a corner shape.

## Lesson 3: How can you support your child in meeting their needs?

Video: Integration Exercise. Behaviours you want to let go of and those you want to implement

*\*Action Item 9*

**Step 1:** From the list of **behaviors** we talked about which either **undermine or promote** a child's psychological needs, which behaviors **did your caregivers exhibit with you?**

(Rewatch videos if needed)

**Behaviors that supported your needs** (ex: comforting you when you were stressed, setting boundaries for your own good, validating your feelings, helping you develop important skills...)

**Behaviors that undermined your needs** (ex: unconsciously putting conditions on their affection, not being curious about what you enjoy and who you are, being overprotective and not trusting enough)



**Step 2:** Repeat **step 1** but when it comes to your current behaviors with your child

**Behaviors I have with my child that support their needs:**

Blank space for writing behaviors that support the child's needs.

**Behaviors I have with my child that can undermine their needs:**

Blank space for writing behaviors that can undermine the child's needs.

**Step 3:** Setting intentions for what you want to do differently to support the needs of your child

**Behaviors I want to let go of:**

Blank space for writing behaviors to let go of.

**Behaviors I want to implement:**

Blank space for writing behaviors to implement.

## Lesson 4: Skill building: Empathy

Video: Empathizing with your caregivers

*\*Action Item 10*



**What did you learn during this visualization exercise?**

 **Share with community!**

Video: Empathizing with yourself

*\*Action Item 11*

**What did you learn during this visualization exercise?**

 **Share with community!**

Video: Empathizing with yourself

*\*Action Item 11*

**What did you learn during this visualization exercise?**

 **Share with community!**

## Lesson 5: Skill building: Curiosity

Video: Building the skill of curiosity

*\*Action Item 13*

Note: If you do not have a child, you can practice this with any other significant person



**For today, become curious about your child's body language.**

**What did you notice?**

When you see them excited about something, **ask** them about it by asking **open-ended questions**

*(ex: "I notice you've been playing with this game a lot. I'm curious, what do you like most about it?)" rather than yes or no questions.*



The next time your child does something that upsets you, become curious, instead of directly reacting. Try to understand what might be some pieces you are missing. And then, empathize.

Please write any insights from having practiced these different aspects of curiosity.

**What did you learn about yourself? About your child?  
What benefits did you notice?**

 **Share your insights with your community!**



## Lesson 6: Skill building: Holding space for your child's big feelings

Video: Holding space for your child's big feelings

*\*Action Item 14*



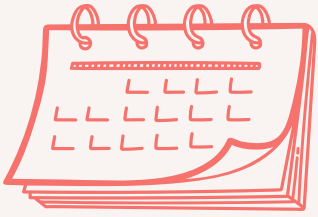
The next time your child is upset, try this tool and let us know in the community how it goes!



## Lesson 7: Tool: Special Time

Video: Tool: Special Time

*\*Action Item 15*



Dedicate some time every week, ideally every day for some special time, even if it's just a couple of minutes a day.



Let us know the benefits you notice!



## Lesson 8: Meeting your needs

Video: Visualization to create new beliefs & meet your needs

*\*Action Item 16*

How will feeling **autonomous, related and competent** positively influence different areas of your life?

*(Mental health; relationship with child; other personal and professional relationships; physical health; career, personal growth, etc.)*

What did you learn during this visualization exercise?   
What are some benefits you noticed? Share with the community!

## Lesson 8: Meeting your needs

Video: Action planning to meet your needs

*\*Action Item 17*



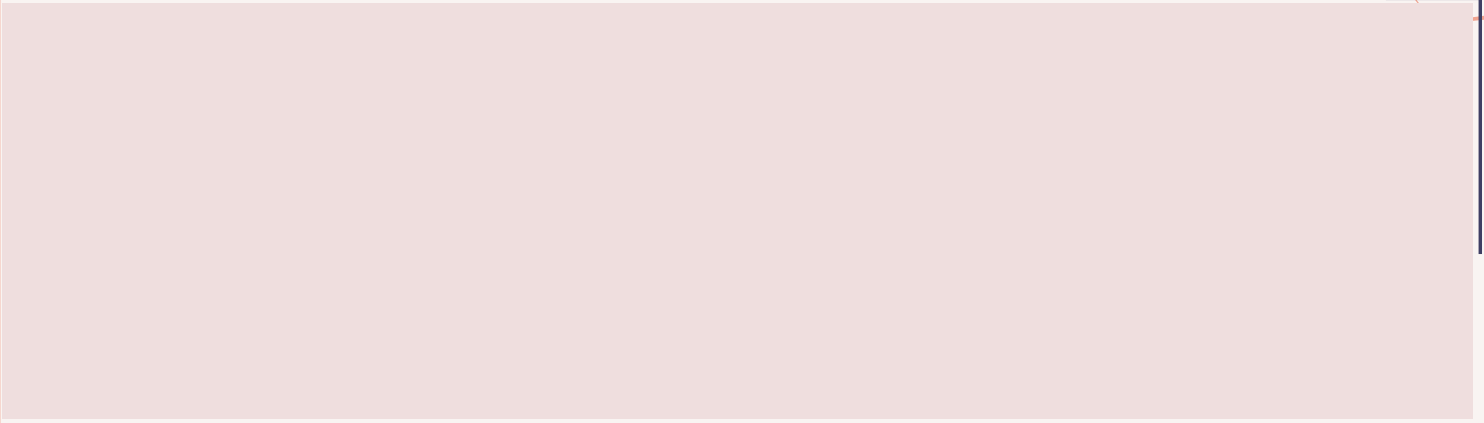
Step 1: Commit to **1 or more** actions to support yourself in meeting **each** need you haven't been meeting recently.

Please include a timeframe or frequency

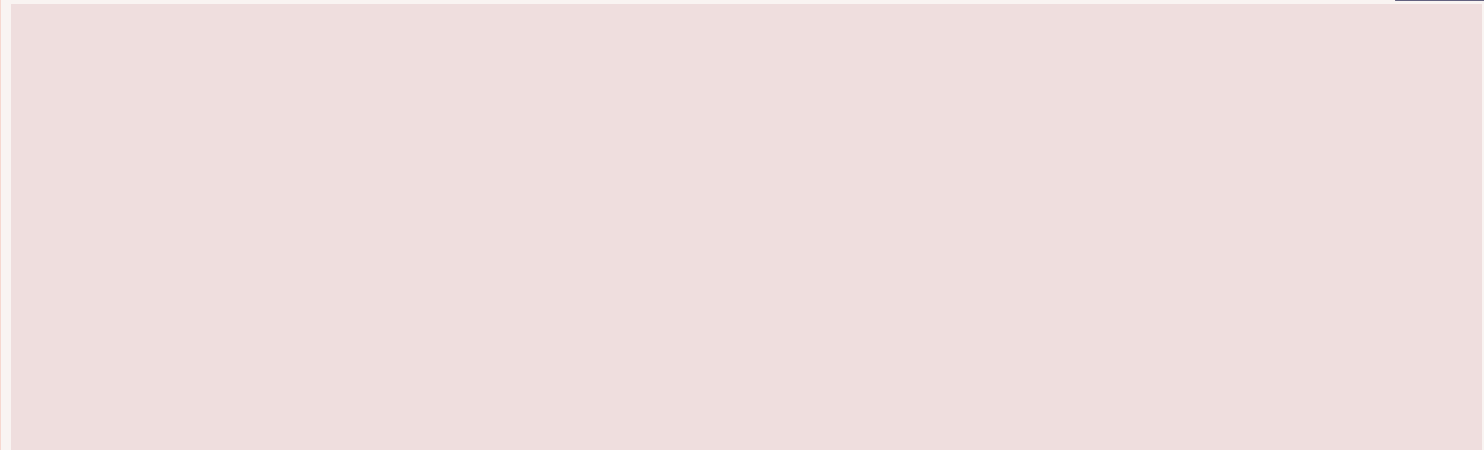
Note: The previous visualization is a great repetitive action to implement as it will help rewire your brain

Action 1 + Time Frame (specify need(s) it will help meet)

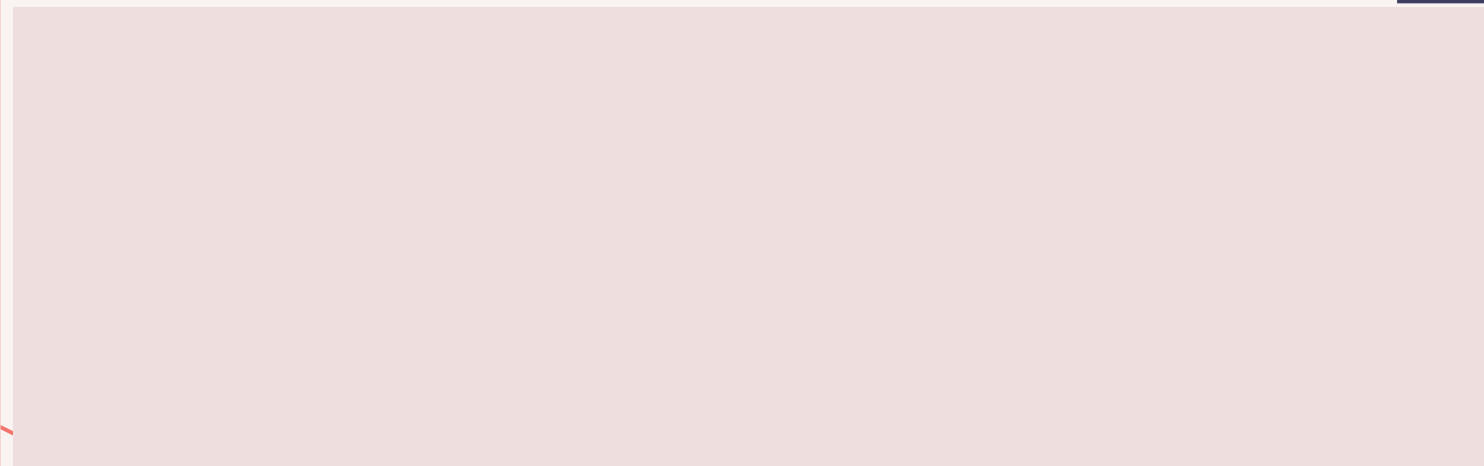
Action 2 + Time Frame (specify need(s) it will help meet)

A large rectangular area that has been redacted with a light pink color. To the right of this area, there are three horizontal lines of varying lengths stacked vertically, and a thin vertical line extending downwards from the right end of the longest line, forming a corner bracket.

Action 3 + Time Frame (specify need(s) it will help meet)

A large rectangular area that has been redacted with a light pink color. To the right of this area, there are three horizontal lines of varying lengths stacked vertically, and a thin vertical line extending downwards from the right end of the longest line, forming a corner bracket.

Additional action(s)

A large rectangular area that has been redacted with a light pink color. To the right of this area, there are three horizontal lines of varying lengths stacked vertically, and a thin vertical line extending downwards from the right end of the longest line, forming a corner bracket.



**Step 2:** What would be the **best** outcome of fulfilling each wish/ action?

Best outcome for action 1:

A large, empty rectangular box with a light pink background, intended for writing the best outcome for action 1. The box has a decorative corner graphic on the right side consisting of three parallel lines forming a right angle.

Best outcome for action 2

A large, empty rectangular box with a light pink background, intended for writing the best outcome for action 2. The box has a decorative corner graphic on the right side consisting of three parallel lines forming a right angle.

Best outcome for action 3

A large, empty rectangular box with a light pink background, intended for writing the best outcome for action 3. The box has a decorative corner graphic on the right side consisting of three parallel lines forming a right angle.

**Please close your eyes and visualize the outcome for each action**





**Step 3:** Please anticipate what might come in the way of you achieving each of your goals

Anticipated obstacle(s) for action #1

Large empty rectangular area for writing anticipated obstacles for action #1. The area is light pink and has a decorative black corner bracket on the right side.

Anticipated obstacle(s) for action #2

Large empty rectangular area for writing anticipated obstacles for action #2. The area is light pink and has a decorative black corner bracket on the right side.

Anticipated obstacle(s) for action #3

Large empty rectangular area for writing anticipated obstacles for action #3. The area is light pink and has a decorative black corner bracket on the right side.





**Step 4:** Please come up with one action or thought to overcome each obstacle

If Obstacles #1 comes up, **then** I will overcome it by :

If Obstacles #2 comes up, **then** I will overcome it by :

If Obstacles #3 comes up, **then** I will overcome it by :

**Please close your eyes and vividly visualize each obstacle occurring and then you overcoming it with the thought or action you came up with and reaching your goal**





**Step 5:** Please decide how you will keep yourself accountable for each action you committed to (ex: Putting a reminder on calendar, letting someone know about your goal)

Support structure for Action #1

Support structure for Action #2

Support structure for Action #3

**Share with the community your goals and insights!**



# Module 3: How to enable your child to develop a healthy emotion regulation strategy

## Lesson 1: The different types of emotion regulation strategies and implications

Video: Healthy emotion regulation: Integrative strategy  
*\*Action Item 18*

Pay mindful attention to your **emotions today, as they come and go.**



Did you get stuck in any feelings(s) for long periods of time?

What was it?

How did it feel in your body?

(ex: I felt angry and I could feel my body's temperature increasing, especially around my head)

When you get **stuck** for long periods of time in emotions like **anger, resentment, fear, frustration, anxiety, etc.** this is a **sign** that there is a **sabotaging belief** coming in the way of your centeredness and overall well being. The better you are able to identify when you get stuck in those emotions, the better you will be able to shift your mental state to one that will serve you better.

# Lesson 1: The different types of emotion regulation strategies and implications

Video: How is your child learning to deal with their emotions?  
*\*Action Item 19*

How did your child learn to deal with their emotions?  
(Dysregulated, controlled and integrative) Gently reflect on that



## Lesson 2: Reflecting on your emotion regulation style(s) and relationship with your beliefs

Video: Do you use the controlled strategy?



*\*Action Item 20*

**What are the areas of your life where you tend to use this strategy?**

*(ex: with my child, in romantic relationships, in friendships, in my career, etc.)*

A large, empty rectangular area with a light beige background, intended for the user to write their reflection. It is framed by a thin red border on the top and right sides, and a decorative blue corner graphic in the top right corner.



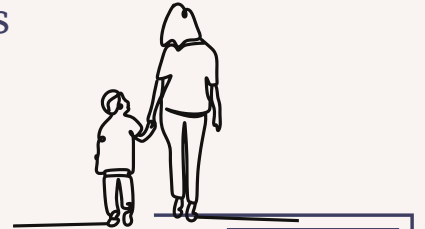
How does your controlled tendency **manifest** in your case?

*(ex: are you not aware of and do not feel your emotions fully? Are you aware when you feel sad, angry, etc, but you try your best to avoid thinking about it? Do you feel your emotions but you rarely share them with others? etc)*

Blank area for writing the answer to the first question.

How has this negatively impacted different areas of your life?

*Include relationship with child, if applicable.  
(Remember to not judge yourself!)*



Blank area for writing the answer to the second question.

What are some of the relationships between your tendency to control how you feel and how you express your emotions and the negative beliefs you have formed (which you listed in the beginning of workbook)?

*Example: Because I do not share my feelings with those around me when I don't feel great (controlled strategy) , I formed the belief that others do not really care about me and that I cannot rely on them. (However, the reason why they haven't been there for me is because I never show vulnerability)*

Blank area for writing the answer to the third question.

## Lesson 2: Reflecting on your emotion regulation style(s) and relationship with your beliefs

Video: Do you use the dysregulated strategy?

\*Action Item 21



**What are the areas of your life where you tend to use this strategy?**

*(ex: with my child, in romantic relationships, in friendships, in my career, etc.)*

**How does your controlled tendency **manifest** in your case?**

*Do you find it difficult to tolerate your emotions? Do you find your emotions overwhelming or do you get stuck in them? Which ones? Do you act impulsively? In which ways do you act out? Do you blame others? Do you burst out in anger? Do you act recklessly? Do you withdraw and become distant? In what ways do you feel or act that doesn't really feel like a choice?*



What are some of the **relationships** between your **tendency to have little control over your emotions & how you act** and the **negative beliefs** you have formed (which you listed in the beginning of workbook)?

*Example: When I felt scared or anxious, it was difficult for me to soothe myself, and I often got overwhelmed with anxiety (dysregulated emotion regulation). Therefore, I formed the belief that I am fragile and that I need to avoid certain situations to feel okay.*



## Lesson 3: How can you support your child in developing healthy ways to regulate their emotions? Part 1

Video: Strategy 1: Soothing while providing opportunities to self soothe

*\*Action Item 22*



How satisfied are you with the extent to which you are soothing your child when they are stressed or unwell, while providing them with opportunities to self-soothe?

A large, empty rectangular box with a light beige background, intended for a user to provide a response to the question above. The box has a decorative black L-shaped corner graphic on the right side.

**Set an intention: What do you want to commit to doing differently? Remind yourself of why this is so important.**

A large, empty rectangular box with a light beige background, intended for a user to provide a response to the prompt above. The box has a decorative black L-shaped corner graphic on the right side.



## Lesson 3: How can you support your child in developing healthy ways to regulate their emotions? Part 1

Video: Strategy 2: Being Autonomy-Supportive (Discussed Previously)  
*\*Action Item 22*



How autonomy-supportive are you with your child and how is this impacting the type of emotion regulation strategies (Integrative, Controlled, Dysregulated) they are developing?

**Set an intention.**

**What do you want to commit to doing differently? How?**

## Lesson 3: How can you support your child in developing healthy ways to regulate their emotions? Part 1

Video: Strategy 3: Not engaging in conditional love

*\*Action Item 24*

What is the extent to which you have been engaging in conditional love? What are the conditions/expectations you have set on the affection you provide your child?

*(Usually these have been unconscious) Remember to not judge yourself!*



How has that impacted the type of emotion regulation strategies your child is developing?

**Set an intention. What do you want to commit to doing differently? What do you want to implement and what do you want to release?**



**Share with the community!**

## Lesson 3: How can you support your child in developing healthy ways to regulate their emotions? Part 2

Video: Strategy 4: Practicing Mindfulness

*\*Action Item 25*



Which **mindfulness recording** did you enjoy the most and what benefits did you experience?

*(Mindfulness meditation, mindful eating, mindful walking, mindful focus on sense of touch)*

Blank response area for the first question.



Which one(s) would you like to practice consistently?  
How often?

Blank response area for the second question.

Pick one or two creative ways you can integrate mindfulness in your family life with your child?

Blank response area for the third question.



Share with community insights and benefits!!

## Lesson 5: How can you support your child in developing healthy ways to regulate their emotions? Part 3

Video: Reframing Exercise

\*Action Item 26



**Use this tool in the following ways:**

1. First, use it with **past** situations when you've been **stuck** feeling a certain way

2. Eventually the goal is to reframe **in the moment** after something challenging occurs and you've processed it. **But** to do that you need to first practice reframing **past situations** (1) as much as possible

3. If your child is old enough you can **explain** the concepts behind this tool so that they can use it **when and if they choose to**

4. If you want to help your child reframe their thoughts after something has upset them, you can do so, but **only** after allowing them the space to process and explore their emotions, and having after validated them

*(You also need to make sure that it is aligned with their sense of autonomy)*

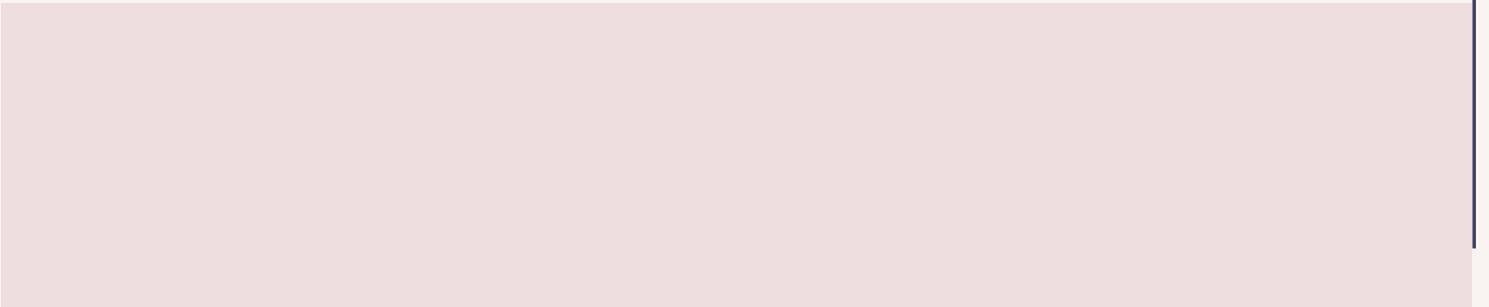
**Step 1: Identify the emotion your are stuck in:**

## Step 2: Identify the past event or situation related to this emotion

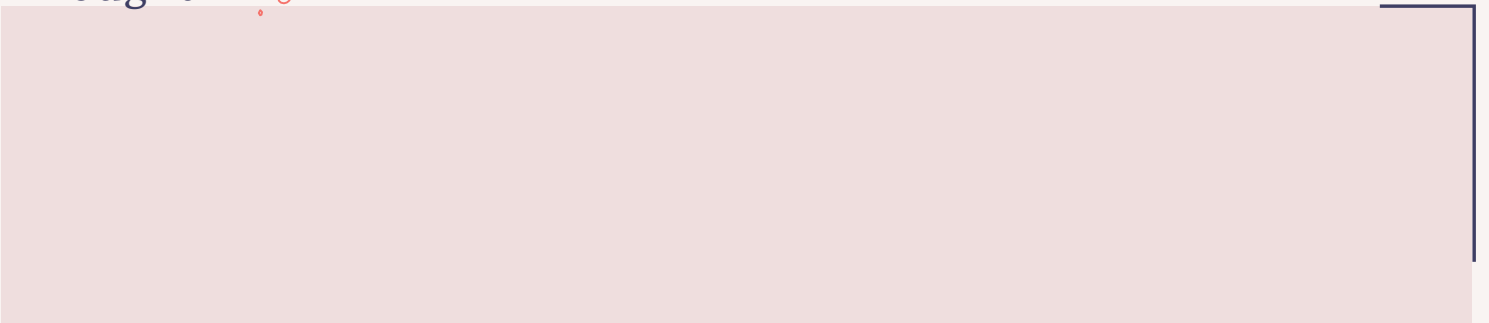


## Step 3: Identify the negative thought(s) that this situation or event has triggered (remember thought-emotion-behavior triangle)

Thought #1



Thought #2



Notice how it is your thoughts that are making you feel the way you feel, rather than the event itself.

## Step 4: Reframing:

**Technique 1:** Reframe the specific thought(s) to a more accurate or a more empowering one

Reframed Thought #1

Reframed Thought #2

**Technique 2:** Reframe your perspective of the situation.



Ask yourself “What is the opportunity that has **already** come out of this situation or preferably the opportunity I can **actively create out of it**”? When in doubt, I would encourage you to **actively create an opportunity** as it gives you more agency.

Opportunity #1

Opportunity #2

**Step 5:** Notice and identify how you feel differently after having reframed your thought(s) or your perspective of the situation.



- How are your more accurate or empowering thoughts making you feel?
- How is your perception of this challenging situation as an opportunity making you feel?



Note: Later, you **do not have to go through this process each time.**

When you notice yourself getting stuck in an emotion that is sabotaging you, you can simply either:

- Identify your negative thoughts and reframe them
- or
- Ask yourself this powerful question “What is the opportunity that has already come out of this situation or the opportunity I can actively create out of it”?



Share with the community any insights from this exercise!

## Lesson 6: Shifting your emotion regulation style to an integrative style

Video: Visualization to create new beliefs & shift to an integrative emotion regulation

*\*Action Item 27*



How will regulating your emotions in an integrative way positively influence different areas of your life?

*(Mental health; relationship with child; other personal and professional relationships; physical health; career, personal growth, etc.)*

What did you learn during this visualization exercise?  
What are some **benefits** you noticed?



**Share with the community!**



# Lesson 6: Shifting your emotion regulation style to an integrative style

Video: Action Planning

\*Action Item 28



**Step 1:** Commit to **1 or more** actions to support yourself in **letting go** of the unhealthy emotion regulation style(s) you have been using and **shifting** to an **integrative style**. Please include timeframe or frequency.

*Note: The visualization is a great repetitive action to implement as it will help rewire your brain*

Action 1 + Time Frame (specify need(s) it will help meet)

[Empty text box for Action 1]

Action 2 + Time Frame (specify need(s) it will help meet)

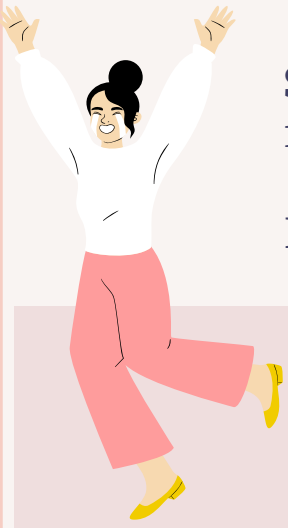
[Empty text box for Action 2]

Action 3 + Time Frame (specify need(s) it will help meet)

[Empty text box for Action 3]

Additional action

[Empty text box for Additional action]



**Step 2:** What would be the **best** outcome of fulfilling this wish/this goal?

Best outcome for action 1

Best outcome for action 2

Best outcome for action 3



**Step 3:** Please anticipate what might come in the way of you achieving each of your goals

Anticipated obstacle(s) for action #1

Anticipated obstacle(s) for action #2

Anticipated obstacle(s) for action #3



**Step 4:** Please come up with one action or thought to overcome each obstacle

If Obstacles #1 comes up, **then** I will overcome it by :

If Obstacles #2 comes up, **then** I will overcome it by :

If Obstacles #3 comes up, **then** I will overcome it by :

*Please close your eyes and vividly visualize each obstacle occurring and then you overcoming it with the thought or action you came up with and reaching your goal*



**Step 5:** Please decide how you will keep yourself accountable for each action you committed to

*(ex: Putting a reminder on calendar, letting someone know about your goal)*

Support structure for Action #1

Support structure for Action #2

Support structure for Action #3

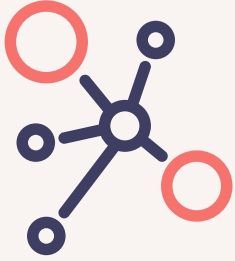


**Share with the community your goals and insights!**

## Lesson 7: Extra Tool: Listening Partnerships

Video: Extra Tool: Listening Partnerships

\*Action Item 29



Connect with other members of this community or people around who can be your 'listening partner'.

For those of you who do not have a therapist or a coach that serves as a non-judgemental warm presence to offload your feelings to, this tool can be invaluable in helping you remain grounded when you get triggered with your child.

Set up a time each week to speak to your listening partner about anything that you are upset about.

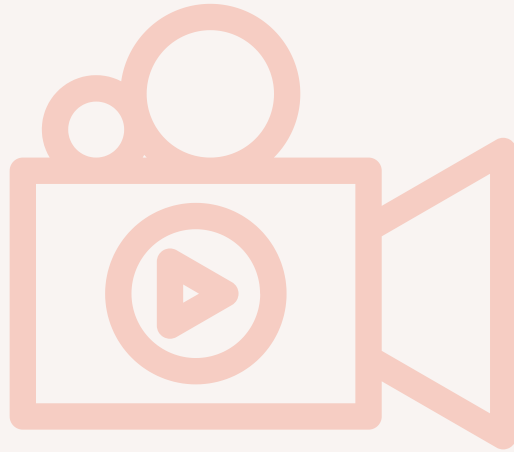
The other person doesn't need to give you any advice or respond to anything you say, they just need to listen to you.

And you can do the same for them once you are done. You can do this for 15 mins each week.



You will be surprised by the wonders this can do!

# Module 4: Special Applications



Follow step by step process in videos






# Module 5: Maintaining the new patterns and habits you have began forming

## Lesson: Solidifying your intentions and goals

Video: Solidifying intentions and goals

*\*Action Item 30*

-  • Download/print fillable **Change plan sheet Part I** and fill it out
  - Fill in your **goals and intentions** (which are in green in this workbook)
  - Fill in your **WHY/Long Game**
-  • **Print** and **place it** somewhere you can see it **daily**
-  • **Share** with community!

Note: You can complete the second part of the change plan (Change Plan Part II) at the end of this module, which is the end of the program.

In this module, please try to complete the practices and tools mentioned every day of the next week, so as to practice implementing these in your day to day outside of the program and to help you understand what is working/what is not working when it comes to how you want to implement these practices during your day.

*These won't take more than a few mins every day and are extremely important in maintaining the changes you have made.*

At the end of this module you'll come up with your personalized plan.

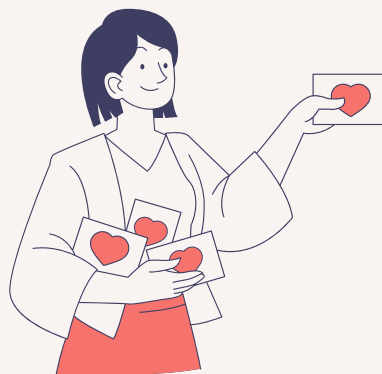
## Lesson: Practice Day 1

### Video: Practice Day 1

*\*Action Item 31*



- Mindful eating practice
- Empathize with yourself in past situation short exercise
- Spend 15 min of special time (an important tool we talked about in the program) with your child if possible and applicable
- Holding space for your child's big feelings (tool discussed in program)





## Lesson: Practice Day 2

Video: Practice Day 2

\*Action Item 32



- Mindfulness meditation focused on the breath
- Reframing Technique 1 - reframing the specific thought(s)
- Spend 15 min of special time (an important tool we talked about in the program) with your child if possible and applicable
- Holding space for your child's big feelings

## Lesson: Practice Day 3

### Video: Practice Day 3

*\*Action Item 33*



- Mindful Walking Practice
- Visualization- Reimagining past hijacking due to psychological needs unmet
- Spend 15 min of special time (an important tool we talked about in the program) with your child if possible and applicable
- Holding space for your child's big feelings

## Lesson: Practice Day 4

Video: Practice Day 4

*\*Action Item 34*



- Mindfulness meditation focused on the breath
- Building your Curiosity Muscle through Rethinking Past Situations
- Spend 15 min of special time (an important tool we talked about in the program) with your child if possible and applicable
- Holding space for your child's big feelings

## Lesson: Practice Day 5

### Video: Practice Day 5

#### *\*Action Item 35*

- Mindful focus on sense of touch
- Visualization - Reimagining past hijacking due to controlled or dysregulated emotion regulation
- Building your curiosity muscle through practicing it with your child/significant person
- Spend 15 min of special time (an important tool we talked about in the program) with your child if possible and applicable
- Holding space for your child's big feelings



## Lesson: Practice Day 6

### Video: Practice Day 6

#### *\*Action Item 36*



- Mindful Eating Practice
- Empathize with you child in past situations short exercise
- Spend 15 min of special time (an important tool we talked about in the program) with your child if possible and applicable
- Holding space for your child's big feelings

## Lesson: Practice Day 7

Video: Practice Day 7  
*\*Action Item 37*

- Mindful focus on sense of touch exercise
- Reframing technique 2- Reframing your perspective of the challenging situation
- Spend 15 min of special time (an important tool we talked about in the program) with your child if possible and applicable
- Holding space for your child's big feelings



## Lesson: Designing your personalized plan

### \*Action Item 38



Please download/print **Change Plan Part II** in order to create a personalized schedule for yourself to implement outside of the program. Make sure to have a printed version of the final version of both Change Plan Part I and Part II.

You might be tempted to avoid this step, but in fact it is exactly this step that will allow you to cultivate all of the benefits that this training is meant to offer you. Because sustainable positive change is all about practice!

**REMEMBER!** → Whenever you feel demotivated, remind yourself of your **Why**. By connecting to what matters to you, this will give you all the fuel you need to follow through with your commitments.



Congratulations on completing this very important stepping stone to nurturing your wellbeing and the wellbeing of your child !



## Lesson: Designing your personalized plan

### *\*Action Item 39*

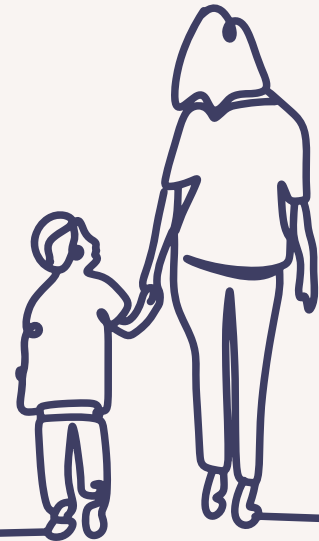


Please complete the post-training survey by clicking on this link:

[https://a77bms25sep.typeform.com/to/B72a8qxr.](https://a77bms25sep.typeform.com/to/B72a8qxr)

This will help you reflect on all the improvements you have made and will help us get your valuable feedback to continuously improve our program for the next parents that will be going through it!

If your partner has also completed this program, please have them fill out a second survey form so that we can learn about both of your experiences



A huge

THANK  
YOU