

About the Author



Stephen J. Bavolek, Ph.D. is a recognized leader in the fields of parenting education, developing programs for teaching nurturing skills to school-age children, and in child abuse and neglect treatment and prevention. Born and raised in Chicago, Dr. Bavolek's professional background includes teaching emotionally disturbed children and adolescents in schools and residential settings, and abused children and abusive parents in treatment programs. Dr. Bavolek has conducted extensive research in developing evidence based programs for the prevention and treatment of child abuse and neglect.

He received his doctorate at Utah State University in 1978 in the fields of Special Education-Emotional Disturbance and Research and Evaluation, and completed a post-doctoral internship at the University of Colorado Kempe Center for the Prevention and Treatment of Child Abuse and Neglect in Denver. He has held university faculty positions at the University of

Wisconsin - Eau Claire, Dept of Special Education, as Program Director of teacher training in emotional/behavioral disorders; and the University of Utah, College of Health.

Dr. Bavolek has received numerous awards for his teaching excellence: 1973-74 Outstanding High School Teacher, Highland Park, Illinois; 1980 Northern Wisconsin Phi Delta Kappa Young Educator of the Year; 1981 Recognized by Phi Delta Kappa as one of 75 outstanding Young Educators in the Country; 1983 Outstanding Educator of the Year, Univ of Wisconsin-Eau Claire. In 1980, he was recognized by the Military Order of the Purple Heart for outstanding research and services to the handicapped.

Dr. Bavolek has also been recognized for his work in mental health and social work including induction in 1989 into the Royal Guild of the International Social Work Round Table in Vienna, Austria; Mental Health Professional of the Year of Northern Wisconsin in 1985 and Child Advocate of the Year in Utah in 1991. He was selected by Oxford Who's Who in 1993 as a member of the elite registry of extraordinary professionals and in 1998 as a member of the elite registry of extraordinary CEO's. He has received Keys to the cities of Knoxville TN in 1987 and Lynchburg, VA in 2005 for outstanding contributions to the citizens.

Dr. Bavolek has conducted hundreds of workshops, has appeared on radio and television talk show programs, and has published numerous books, articles, programs and newsletters. He is the principal author of the Nurturing Parenting Programs®, evidence based programs to treat and prevent child abuse and neglect, and the Adult-Adolescent Parenting Inventory (AAPI-2); an inventory designed to assess high risk parenting attitudes, and the Nurturing Skills Competency Scale; a comprehensive criterion referenced measure designed to gather demographic data of the family. Dr. Bavolek is President of Family Development Resources, Inc. and Executive Director of the Family Nurturing Centers, International.

Cultivating a Worldwide Culture of Nurturing



Est. 1983

Introduction to the Nurturing Programs

The Nurturing Programs are:

Evidence-based programs recognized by the National Registry for Evidence-Based Programs and Practices (NREPP), the Substance Abuse and Mental Health Services Administration (SAMHSA), Center for Substance Abuse (CSAP), and the Child Abuse Prevention Programs (CAPP).

Competency-based programs designed to correspond to the developmental age level of children: Pre-natal; Infant, Toddlers and Preschoolers; School-Age; and Adolescents.

Family-focused programs that involve parents, grandparents, children, teens and other extended participants, when appropriate; current research indicates family based programs provide the most robust results and have the greatest impact on changing family dynamics.

Tailor-made for implementation in various settings such as: school settings, juvenile residential settings, prison settings, shelters for victims of domestic violence, church settings, and community settings.

Flexible in lesson dosage; the number of lessons offered corresponds to the needs of the families while maintaining fidelity to the programs' model and philosophy.

Multicultural to meet the diverse learning needs of families. Programs for parents in substance abuse recovery; parents with special learning needs and health challenges; military families; and families of ethnic diversities: Hispanic, Haitian, Arab, Chinese, Somali and Hmong.

Levels of Prevention:

Primary Prevention Programs utilized in offering community-based education classes in enhancing Nurturing Parenting Skills.

Secondary Prevention Programs utilized with high risk families to curb the dysfunction and begin replacing old, hurtful parenting patterns with healthier, nurturing patterns.

Tertiary Prevention Programs utilized with families in the child welfare system that are often referred by the courts for long-term parenting education.

Six Protective Factors:

The Nurturing Parenting Programs meet and exceed the Six Protective Factors identified by the government for the prevention and treatment of Child Abuse and Neglect:

Nurturing and Attachment; Knowledge of Parenting and Child and Youth Development; Parental Resilience; Social Connections; Concrete Support Services for Parents; Social and Emotional Competence of Children.



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