Parenting IS Prevention

Training of Trainers Workshop
1998

Substance Abuse and Mental Health Services Administration

Center for Substance Abuse Prevention

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Substance Abuse and Mental Health Services Administration
Center for Substance Abuse Prevention

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Executive Office of the President of the United States
Office of National Drug Control Policy

Substance Abuse and Mental Health Services Administration
Center for Substance Abuse Prevention

III. AGENDA

Day One: Morning - 9:00AM

Module One: Introduction
- Introduction
- Purpose of TOT- Parenting IS Prevention Overview
- Review of Agenda
- Expectations
- Norms
- Parenting in the 1990s - Interactional Exercise

Module Two: Prevention and Parenting Theory and Research

Prevention Background
- Definition of Prevention
- Institute of Medicine Continuum Model
- Six Strategies

Research on the Influence of Family on Adolescent Drug-Taking Behavior
- Research Review - Mini Lecture and Transparencies

Cultural Issues for Substance Abuse Prevention and Parenting
- Parenting Differences and Similarities Across Cultures

Day One: Afternoon - 1:00PM

Module Three: Parenting Programming Types and Strategies

Types of Parenting Programming
- Large Group: Wagon Wheel Exercise
- Review of Types of Programming
- Key Elements of Good Parenting Programs

How to Choose Effective Parenting Programs

Day Two: Morning - 9:00AM

Module Four: Starting and Maintaining Parent Programs

Getting Parents Involved to Participate in Training and Other Activities
- Targeting Issues, Supporters and Opponents
- Organizing Parent Supporters and Organizations
- Organizing Parent Organizations
- Mobilization of the Larger Community
- Barriers to Parents' Participation in Parenting Organizations
- Model of Group Development
- Retaining Parents' Involvement in Parenting Education

Day Two: Afternoon - 1:00PM

Module Five: Parenting Resource Development and Evaluation Issues

Resource Development Through Networking
- How to Find Resources to Support Parent Training and Other Community Prevention Efforts

Evaluation of Parenting Programs
- Definition
- Three Types of Evaluation
- Evaluation Tools

Module Six: Next Steps in Developing Parenting Programs
- Next Steps
- Conclusion

Day Three: Trainer/Facilitator Presentation and Delivery Training

9:00 AM	**Welcome to Day Three** Overview of Activities
10:30 AM	**Introduction to the Experiential Learning Model** Training Design and Format Learning Opportunities and Cycles
9:45 AM	**Skills Needed to Deliver this Course** Small Group Activity Large Group Discussion
10:30 AM	**Consideration for Preparation and Delivery** Small Group Discussion
11:00 AM	**Issues of Delivery** Small Group Discussion
LUNCH –	**12:00 Noon (30 Minutes)**
12:30 PM	**Teach-backs** Large Group Presentation Dialogue Session: Presentation and Delivery
3:30 PM	**Small Group Individual Feedback** Presentation Feedback & Discussion Next Steps
4:00 PM	**Large Group Dialogue** Trainer Readiness Consultation with Trainers
4:30 PM	**Evaluation**
5:00 PM	**Closure**

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Module 6: Next Steps in Developing Parenting Programs

DAY THREE

TOT Only: Trainer/Facilitator Presentation & Delivery Training

Resource Guide – Under Separate Cover

PARENTING IS PREVENTION TRAINING

I. PIP TRAINING INITIATIVE BACKGROUND

A. PIP PURPOSE

To increase the number of parent groups working to combat alcohol, tobacco, and illicit drug use among children by providing training to key influencers, including parents and organizations that work with parents. The training initiative will provide parents, other adult caregivers, and prevention organizations with the knowledge, skills, and materials for them to effectively recruit, select, and manage parent volunteers. These volunteers will initiate and maintain parent groups, the purpose of which is to increase the resiliency of their families to alcohol, tobacco, and drug abuse.

1. Assistance will be provided to match their cultural, community, and organizational needs with existing successful prevention curricula designed for parents.

2. Actual training will be provided in both identifying successful prevention programs and ways to mobilize resources for maintaining a substantial parenting movement in more communities across the country.

The PIP situational analysis indicates there are many fine parenting curricula already in existence. These PIP workshops are expected to give increased visibility to the ongoing work of existing parenting organizations and create new momentum for the growth of substance abuse prevention and parenting organizations and programs.

The PIP workshops are not designed to train parents in any one type of parenting program. The PIP workshops are designed to use the principles of leverage to train groups of key influencers around the country to reach out to regional and local organizations. These groups are expected to identify and encourage new and more parent groups and parent education efforts. These efforts may include the training of parents in parenting skills, but may also include other types of parenting programs such as advocacy and social policy efforts.

The PIP workshops will generate new enthusiasm, new resources, and new understanding for the critical role of effective parenting skills in raising drug-free youth.

B. PIP THEMES

1. Families are a critical influence in their children's present and future drug using behavior.

2. Parenting programs need to be drug specific in the context of a holistic, developmental approach to parenting issues.

3. No one parenting strategy or program is suitable for all communities. Different communities and different groups in the same community may require different approaches and materials.

4. A parent component is a necessary part of any systems approach community-based prevention program.

5. This PIP training is based on the processes required to initiate parenting programs of many different types. It explores the different types of strategic approaches available in parenting programs, including information, skills building, alternatives, social policy, and community-coalition building.

6. This PIP training does not promote or teach one parent program. Rather, it gives reference to many, and helps participants set up criteria for choosing the programs they wish to promote or use.

7. This PIP training should be seen in the context of a series of other CSAP parenting initiatives that are occurring simultaneously; all initiatives support and enhance the content of each other and are designed to build synergistic relationships between them.

8. This PIP training is designed to promote leverage of effort, so that it targets key organizations and individuals who have the potential and the interest to take the training to their own sphere of influence, and replicate the training, and promote parent training and efforts at the grass roots level.

C. ROLES IN PIP TRAINING

1. **Federal Government -** provide resources and guidance for development of new workshops to bring new visibility to the importance of effective parenting skills in raising drug-free youth; to mobilize resources of new collaborating public and private organizations; to create and disseminate low-cost, high quality materials to mobilize and expand the reach of parenting and prevention organizations.

2. **Parenting and Prevention Agencies -** provide information to the curriculum developers on "lessons learned" in the parenting field over the past two decades; to provide expert and skilled trainer/facilitators to assist in the training delivery; to support the training by co-hosting local collaborative training workshops.

3. **PIP Contractor -** develop a training program to advance and further mobilize the parenting movement under the guidance of the Federal Government; produce readily available print and electronic copy of training curriculum; work with collaborating organizations to deliver high quality, effective training in the most cost-effective manner; collect and analyze data for evaluation of the PIP training initiative.

II. GOAL AND OBJECTIVES

A. GOAL

To provide facilitators of Parenting IS Prevention with the knowledge, skills, and materials for them to effectively recruit, select and manage parent volunteers. These volunteers will initiate and maintain parent groups, the purpose of which is to increase the resiliency of their families to alcohol, tobacco, and illicit drug abuse.

B. OBJECTIVES

Module One: Introductions

Workshop participants will:

- Acquire an understanding of the mission of the SAMHSA Center for Substance Abuse Prevention, specifically the Parenting IS Prevention Initiative. Other SAMHSA Initiatives will also be discussed.

Module Two: Prevention and Parenting Theory and Research

Workshop participants will:

- Develop an understanding of the basic principles of the prevention of alcohol, tobacco, and illicit drugs and their relationship to parenting.
- Develop an understanding of the theory and research concerning the influence of parent, family, and extended family on the adolescent?s later drug-taking behavior.

Module Three: Parenting Programming Types and Strategies

Workshop participants will:

- Understand the history of the parent movement and parenting education.
- Develop an understanding of the six strategies of prevention (pyramid) and how different types of parenting education programs can fit into a comprehensive prevention program.

- Acquire an understanding of the various types of existing parenting curricula, materials, and organizations available to parents as resources.

- Acquire an understanding of the criteria to be used in the selection of the material, curricula, and organizations that they use in the training and support of parent groups.

Module Four: Parent and Community Mobilization Issues

Workshop participants will:

- Develop an understanding of the components necessary to start a parent mobilization effort.

- Develop an understanding of the components necessary to maintain a parent mobilization effort.

Module Five: Parenting Resource Development and Accessibility Issues

Workshop participants will:

- Develop an understanding of ways to access and develop curricula and other resources for a community.

- Acquire an understanding of simple evaluation techniques and tools that can be used by parent groups to evaluate their work.

Module Six: Action Planning for Parenting Programs

Workshop participants will:

- Start to develop a plan of action to continue, enhance, and increase parenting education initiatives in their communities.

III. AGENDA

Day One: Morning - 9:00AM

Module One: Introductions

Introductions
Purpose of TOT- Parenting IS Prevention Overview
Review of Agenda
Expectations
Norms
Parenting in the 1990s - Interactional Exercise

Module Two: Prevention and Parenting Theory and Research

Prevention Background

Definition of Prevention
Institute of Medicine Continuum Model
Six Strategies

Research on the Influence of Family on Adolescent Drug-Taking Behavior

Research Review - Mini Lecture and Transparencies

Cultural Issues for Substance Abuse Prevention and Parenting

Parenting Differences and Similarities Across Cultures

Day One: Afternoon - 1:00PM

Module Three: Parenting Programming Types and Strategies

Types of Parenting Programming

Large group: Wagon Wheel Exercise
Review of Types of Programming - Mini Lecture
Five Key Elements of Good Parenting Programs

Day Two: Morning - 9:00AM

Module Four: Starting and Maintaining Parent Programs

Getting Parents Involved to Participate in Training and Other Activities

Targeting Issues, Supporters and Opponents
Organizing Parent Supporters and Organizations
Organizing Parent Organizations
Mobilization of the Larger Community
Barriers to Participation in Parent Education Efforts
Model of Group Development
Retaining Parent Involvement in Parent Education Efforts

Day Two: Afternoon - 1:00PM

Module Five: Parenting Resource Development and Accessibility Issues

Resource Development Through Networking

How to Find Resources to Support Parent Training and Other Community Prevention Efforts

Evaluation of Parenting Programs

Definition
Three Types of Evaluation
Evaluation Tools

Module Six: Action Planning for Parenting Programs

Next Steps
Conclusion

Day Three: Trainer/Facilitator Presentation and Delivery Training

9:00AM	**Welcome to Day Three** - Overview of Activities
9:15AM	**Introduction to the Experiential Learning Model** - Training Design and Format - Learning Opportunities and Cycles
9:30AM	**Skills Needed to Deliver this Course** - Small Group Activity - Large Group Discussion
10:15AM	**Considerations for Preparation and Delivery** - Small Group Discussion
BREAK	
11:00AM	**Issues of Delivery** - Small Group Preparation
12:00 - 12:30 PM	LUNCH
12:30PM	**Teach-backs** - Group Presentation - 30 minutes per group - Dialogue Session: Presentation and Delivery
3:30PM	**Small Group Individual Feedback** - Presenation Feedback & Discussion - Next Steps
4:00 PM	**Large Group Dialogue** - Trainer Readiness - Consultation with Trainers
4:30 PM	**Evaluation**
5:00PM	**Closure**

Facilitation Outline

Facilitation Notes

Objectives

Workshop participants will:

- Understand the mission of the Substance Abuse and Mental Health Services Administration (SAMHSA) Center for Substance Abuse Prevention, specifically the Parenting IS Prevention Initiative.
- Understand the goal and agenda for this workshop.
- Start to develop an understanding of the heterogeneity of parenting patterns.

Components

A. Introduction	(10 minutes)
B. Purpose of TOT- Parenting IS Prevention Overview	(10 minutes)
C. Review of Agenda	(5 minutes)
D. Expectations	(10 minutes)
E. Norms	(10 minutes)
F. Exercise	(30 minutes)
Parenting in the 1990s - Interactional Exercise	

Visuals and handouts:

V:1-1 Goal of Secretary's Initiative for Youth Substance Abuse Prevention
V:1-2 Goal of Parenting IS Prevention Workshop
V:1-3 Parenting IS Prevention Themes
V:1-4 Target Audiences
V:1-5 Deliverables
V:1-6 Parenting in the 1990s

HO:1-1 Secretary's Initiative for Youth Substance Abuse Prevention

Facilitation Outline

Facilitation Notes

Other materials needed:

easels, newsprint, magic markers, masking tape, overhead projector and screen

A. Introductions **(10 minutes)**

Facilitation Outline	Facilitation Notes
• Welcome	You may want to invite a special guest to welcome participants. This person may be your SSA Director, State Prevention Director, or Organization President.
• Share with the participants who you are, where you come from, and your experience in prevention and parenting. Introduce trainers and have each say something about themselves. Then go around the room and have each participant give their name and where they live.	Acknowledge that many participants are experienced trainers, have years of prevention experience, and experience in parenting education of many different types. Most of us are parents and some of us are grandparents. Ask if there are any great-grandparents in the room.
• Explain that we will explore the idea of parenting and our experience with it in the next few days in a variety of ways, starting with a little exercise called Parenting in the 1990s. This exercise will help us get to know each other a bit better.	
B. Purpose of TOT Parenting IS Prevention Overview	**(10 minutes)**
Hand Out HO: 1-1 Secretary's Initiative for Youth Substance Abuse Prevention	
• Explain the CSAP Parenting IS Prevention Initiative by reviewing the background handout, Secretary's Initiative for Youth Substance Abuse Prevention, very briefly.	
Drop and discuss V:1-1 Goal of Secretary's Initiative on Youth Substance Abuse Prevention	
Explain that this workshop is part of the Secretary's Initiative program.	
Drop and discuss V:1-2 Goal of Parenting IS Prevention Workshop	**Note:** This explanation is important. Explain

Facilitation Outline

Review briefly the goal of this part of the Parenting IS Prevention. Then, explain that, based upon a situational analysis including several focus groups and a series of telephone interviews, the following are the specific themes we will cover in the training session.

Drop and discuss V:1-3 Parenting IS Prevention Themes

Drop and discuss V:1-4 Target Audience

Emphasize that the PIP is an ongoing process. CSAP expects that people who attend the workshops will return home to actively promote parent education programs and mobilize support for them.

Drop and discuss V:1-5 Deliverables

C. Review of Agenda

Review the agenda. Explain that the agenda will incorporate many of the things participants mentioned in their list of expectations. There are a few that may not be covered.

D. Expectations

Brainstorm with participants a list of expectations that the participants have for the workshop.

Write these in newsprint and place on the wall.

E. Norms

Brainstorm with the participants, using newsprint, a list of operation norms for participants and staff through out the workshop.

Review the list and circle any items not agreed upon by the group. Then place the newsprint list on the wall.

F. Exercise Parenting in the 1990s

Drop and discuss V:1-6 Parenting in the 1990s

Facilitation Notes

up-front that we are training people to mobilize parents to organize a comprehensive parenting program with many strategies, not teaching a "kit". See Goal V:1-2.

Note: Again emphasize that we are targeting parents who will organize & mobilize other parents to initiate & maintain comprehensive parenting programs. See Goal V:1-4.

(5 minutes)
Note: Place the agenda on newsprint on the wall before the day begins. Or use the agenda printed in the front of the manual.

(10 minutes)

(30 minutes)

Facilitation Outline

Ask the participants to divide up into groups, one in each corner of the room:

Group one: people born before 1949
Group two: people born from 1949-1955
Group three: people born from 1956-1965
Group four: people born after 1965

Have each group brainstorm on newsprint how they remember family life in their growing up years.

They may use the following titles to help them remember specifics:

relationships with the family	grandparents
meal times	recreation
vacations	school and homework
discipline	values

After 20 minutes, reconvene the large group, and have each group report out.

Conclude by noting that every generation's experience has some similarities and some differences, but that the differences within each group are just as great as the differences between groups. Every family is different, and we will continue to stress that theme throughout the rest of the workshop.

Explain that we will take a short break and then reconvene to talk about the research on how families influence their children's substance abuse use.

Break

Facilitation Notes

Note: Post the years on newsprint.

Note: Continue to emphasize throughout the workshop that there are many differences among families and between families.

(15 minutes)

Goal of Secretary's Initiative on Youth Substance Abuse Prevention

To educate and enable America's youth to reject illegal drugs as well as the underage use of alcohol and tobacco.

Primary goal:

By the end of year 2000, reverse the upward trend and reduce past month use of marijuana among 12-17 year olds by 25 percent. (Baseline: year 1995: 8.2%; Goal: 6.2% in 2002.)

Goal of Parenting IS Prevention Workshop

- To increase the number of parent groups working to combat alcohol, tobacco, and illicit drug use among children by providing training to key influencers, including parents and organizations that work with parents.
- The training initiative will provide parents, other adult caregivers, and prevention organizations with the knowledge, skills, and materials for them to effectively recruit, select, and manage parent volunteers.
- These volunteers will initiate and maintain parent groups, the purpose of which is to increase the resiliency of their families to alcohol, tobacco, and drug abuse.

Parenting IS Prevention Themes

1. Families are a critical influence in their children's present and future drug using behavior.
2. Parenting programs need to be drug specific in the context of a holistic, developmental approach to parenting issues.
3. No one parenting strategy or program is suitable for all communities. Different communities and different groups in the community may require different approaches and materials.
4. A parent component is a necessary part of any systems approach community-based prevention program.
5. There are different types of strategic approaches available in parenting programs, including information, skills-building, alternatives, social policy, and community-coalition building.

Parenting IS Prevention Themes *(cont.)*

6. This PIP training does not promote or teach one parent program. Rather, it gives reference to many, and helps participants set up criteria for choosing the programs they wish to promote or use.
7. This PIP training should be seen in the context of a series of other CSAP parenting initiatives that are occurring simultaneously; all initiatives support and enhance the content of each other and are designed to build synergistic relationships between themselves.
8. This PIP training is designed to promote leverage of effort, so that it targets key organizations and individuals who have the potential and the interest to take the training to their own sphere of influence, and replicate the training, and promote parent trainings and efforts at the grass roots level.

PIP Targeted Audience

Gate keepers who can provide leverage and mobilization at the local level.

- Parent Organizations
- Civic and Service Organizations
- Substance Abuse Agencies

Proposed Parenting IS Prevention Training Deliverables

Prepare public domain curricula for and deliver the following training:

1. Two 3-day national training of trainers (TOT) including one day for presentation/ facilitation skills.

2. Five 3-day regional training of trainers (TOT) workshops.

3. Fifteen or more local collaborative 2-day workshops

Parenting in the 1990s

Group One: people born before 1949
Group Two: people born from 1949-1955
Group Three: people born from 1956-1965
Group Four: people born after 1965

relationships with family
meal times
discipline
vacations
grandparents
school
homework
values

Facilitator Outline

Facilitator Notes

Objectives

Workshop participants will:

- Develop an understanding of the basic principles of the prevention of alcohol, tobacco, and illicit drugs and their relationship to parenting.
- Develop an understanding of the theory and research concerning the influence of parent, family, and extended family on the adolescent's later drug-taking behavior.
- Develop an understanding of the diverse cultural beliefs, traditions and practices that affect parenting and family life and alcohol, tobacco, and illicit drug abuse patterns.

Components

A. Prevention Background **(15 minutes)**

Definition of Prevention
Institute of Medicine Continuum Model
Six Strategies

B. Research on the Influence of Family on Adolescent Drug-Taking Behavior **(25 minutes)**

Research review - mini lecture and transparencies

C. Cultural Issues for Substance Abuse Prevention and Parenting: Parenting Differences and Similarities Across Cultures **(50 minutes)**

Visuals and handouts:

V:2-1 CSAP Definition of Prevention
V:2-2 Institute of Medicine Continuum
V:2-3 Six Strategies in Prevention
V:2-4 Examples of Parenting Programs in each Strategy
V:2-5 What is the Extent of Influence by Family?
V:2-6 Influence on Youth: Self-reported
V:2-7 Heroes of Youth

Facilitator Outline

Facilitator Notes

V:2-8 Peer vs. Parental Influence and Substance Use
V:2-9 How Much Influence do Parents Have Today
V:2-10 Parental Influence on children's Drug Use
V:2-11 How Does the Family Influence the Youth?
V:2-12 Use and Attitude Towards Use by Parent
V:2-13 Communications
V:2-14 Monitoring of Time and Activity
V:2-15 Bonding
V:2-16 Family Culture Questions

Other materials needed:

easels, newsprint, magic markers, masking tape, overhead projector and screen

A. Prevention Background

Facilitator Outline	Facilitator Notes
CSAP Definition	**(15 minutes)**
Drop and discuss V:2-1 CSAP Definition of Prevention	
Explain that, in the interests of time, we will briefly mention a working definition of prevention that CSAP has been using for some time.	Make reference to the links between the CSAP definition and the IOM continuum. Also, mention how the six strategies will give further development to these two models.
Prevention is a proactive process which empowers individuals and systems to meet the challengers of life events and transitions by creating and reinforcing conditions that promote healthy behaviors and life styles.	
Now we are going to explore the Institute of Medicine Continuum model.	
Drop and discuss V:2-2 Institute of Medicine Continuum	
Explain that CSAP is now starting to use a model of prevention and treatment that divides prevention activities into three areas of programming, depending on the target audience: universal, selective, and indicated.	
Universal: these prevention activities target the **general public** or a whole target group that is not identified by individual risk factors. For example, a media campaign, health fair, laws on seat belts and drunk driving.	
Selective: these prevention activities target a **group** of the population whose risk of developing substance abuse problems are higher than that of the general population. For example, latchkey children, children of substance abuse users and abusers, children experiencing failure at school.	
Indicated: these prevention activities target **individuals** who are identified as having minimal but detected signs or symptoms of substance abuse, but do not meet diagnostic levels for treatment at this time. For example, schools for drunk drivers, Student Assistance Programs (SAP) and Employee Assistance Programs	
(EAP). Indicated programs are usually considered to be early intervention programs.	

Facilitator Outline

Facilitator Notes

We can look at parent education programs in this same way. There are some that are ideally suited for all general audiences, e.g., Preparing for the Drug Free Years, Effective Black Parenting. Some are designed for selective audiences and indicated audiences, such as Strengthening Families.

Just as we have a definition of prevention in terms of our target audiences, we can also look at prevention in terms of the activities that we use in working with these audiences. CSAP uses a comprehensive model of six strategies to help us organize the activities and processes of prevention for these target groups.

Six Strategies:

One way to look at prevention programming is in terms of the strategies we use or the processes we use in doing the work.

Drop and discuss V:2-3 Six Strategies in Prevention

The briefly explain each.

Information: provide appropriate and culturally sensitive information that gives basic, accurate, and current health risk facts on the use of substance abuse. The educational material must be appropriate for the target audience, geared towards specific needs, and is most effective when used in conjunction with other strategies. Examples are media programs, brochures, newspaper and magazine articles, newsletters, and billboards.

Note: Explain that none of these strategies is mutually exclusive; e.g. skills building uses information; community mobilization usually uses all strategies.

Skills Building: develop life skills that are critical to handle healthy living for oneself, one's family, and one's work. These skills include parenting skills, media literacy, communication, stress management, problem solving, conflict resolution and refusal skills.

Note: You may want to draw a circle with the 6 strategies in 6 segments.

Alternatives: provide meaningful, skill building activities. These may include parent to parent groups, adopt a family program, support groups, mentoring programs, recreational and other family outing programs.

Social Policy: programs that seek to influence and change informal and formal policies at the family, local, state, and national levels to improve family life. The changes may serve to enhance or

Facilitator Outline

Facilitator Notes

protect family life, such as parent leave policies for the work place. They may seek to prevent harm to the family, such as place of purchase and place of advertising laws, and regulations on sales to minors.

Community Mobilization: programs that generally include all of the above strategies. They seek to enhance community group efforts in a concentrated approach to examine, plan, and carry out a systematic effort to lower substance use and abuse. A comprehensive community plan uses multiple systems and multiple strategies to strengthen the capacity to foster healthy life and growth for all individuals and families within the community.

Early Intervention: programs that provide assessment and evaluation, either into treatment programs or support programs such as student assistance programs and other groups such as groups for children of divorcing parents.

Drop and discuss V:2-4 Examples of Parenting Programs in each strategy

Discuss each strategy and ask for examples of each from the participants. Give the example of a parenting group that -

- starts with a one-night **information** program using a guest motivational speaker,
- then offers the **skills building** parenting program, Preparing for the Drug-Free Years,
- then adds a strong **alternatives** program, an after-school tutoring program for latch-key youth,
- then does **community mobilization** to extend all of these parent initiatives to every school & every town in their county,
- and then uses this advocacy group to negotiate **policy** change with the state to get student assistance programs in every school.

Note: remind participants that many parent education programs will use many strategies.
Examples, if needed:
Information - a brochure
a video
Skills building - a kit
Alternatives - mentoring programs
Social Policy - advocacy programs

B. Influence of Family on Adolescent Drug-Taking Behavior

Now let's look at the rationale for reaching parents in each target

(25 minutes)

Facilitator Outline	Facilitator Notes
area, universal, selective, and indicted. We keep stressing that families are a chief influence in their child's later drug taking behavior, but what does the research tell us about that?	
There have been many studies that have looked at all of the influences on youth. We have chosen just a few for you to review with us today.	**Note:** all of the research studies reviewed here are referenced in the Resource Guide, in an article reviewing this research. The article also contains many other studies. The Resource Guide contains a bibliography and a section on Internet Web pages that gives the participant access to hundreds of research articles.
Drop and discuss V:2-5 What is the Extent of Influence by Family?	
First, we will look at studies that show the extent of the influence of family as self-reported by young people. Then we will look at the ways in which that family influences the youth.	
Drop and discuss V:2-6 Who is a Big Influence on my Life	
Review this data briefly.	
We are going to very briefly review 3 or 4 studies of many studies that are available, all with very similar results that measure the influence of family upon the youth.	**Note:** You do not have to use all of these studies. Use time, interest of the audience, and composition of your audience as your guide.
This study was done by *Newsweek* for a special feature issue on Youth in America Today. They did a sample study of youth 12 - 17 across America. Of the many questions they asked, they asked youth "Who has a very important influence on you?" The youth could give as many responses as they wished. Here are the results.	
Drop and discuss V:2-7 Heroes of Youth	
Review this data briefly.	
Here is a study done by *USA Today* which asked youth 9 - 13 across America "Do you have a hero?" 60% said they did. Then the questioner asked, "Who is the hero?" Here are the results.	
Drop and discuss V:2-8 Peer vs. Parental Influence and Substance Use	
Review this data briefly.	

Facilitator Outline

This study was done by Coombs et al in California with Hispanic youth.

It asks two groups of youth, those who have used alcohol and/or illegal drugs, and those who have not used the influence of parents as compared with friends. Here are the results.

Drop and discuss V:2-9 How Much Influence

Here are the results of the CASA study from Columbia University. These students were a large sample of youth 12 -17 from across the United States.

The youth were asked, "How much influence do parents have today over whether teenagers your age will smoke, drink, or try illegal drugs?"

Here are the results:

Drop and discuss V:2-10 Parental Influence on Children's Drug Use.

These findings are from the latest annual PRIDE survey. It surveys youth, grades 6 - 12, across the United States.

Drop and discuss V:2-11 How Does the Family Influence the Youth?

Review that the research on risk and resilience shows that there are many factors that influence whether a youth will use drugs. The risk factors and resiliency factors in the research are often divided into individual, family, peer, school, and community domains. In this training we are going to look only at the family risk and resiliency factors. However, for the purposes of this workshop, we will be looking at only family risk and resiliency factors. The others are important, but we will not study them in this workshop. The ones we will study can be roughly divided into these categories:

- the use by the parent and /or family members
- communication patterns

Facilitator Notes

Note: The influence of the parent can be either positive or negative.

Note: Stress very clearly that there are many factors besides family factors.

Note: We will talk about the resiliency on young people and what builds resiliency. Factors that build resiliency we will call

Facilitator Outline	Facilitator Notes
• monitoring of activities and friends • bonding patterns	"resiliency" factor: some people call them "protective factors."
Drop and discuss V:2-12 Use and Attitude Towards Use by Parent	
One of the earliest risk factor discovered through research is the family history of drug abuse (Hawkins, 1983).	**Note:** These studies are all referenced in the Resource Guide, in the review of literature.
If a parent or caregiver uses substance abuse, the youth is more likely to use at an earlier age.	
And if the parent allows the youth to drink at home, the youth is more likely to use more, and get into trouble with abuse.	
Drop and discuss V:2-13 Communications	
The research bibliography on the importance of good communication is very large.	
Generally, the studies show that parents who are not punitive and harsh, and who are not laissez-faire, but use, warm, firm and clear communications patterns have children who are less likely to use substance abuse.	
Drop and discuss V:2-14 Monitoring of Time and Activity	
The issue of lack of monitoring has received considerable attention in recent years. One study found that latchkey youth who were home alone two or more days per week were four times more likely to have gotten drunk in the past month than those youth who had parental supervision five or more times a week (Mulhall, Stone, and Stone, 1996). Another found that children who had the least monitoring initiated drug use at earlier ages. The contrast in risk of initiating alcohol, tobacco, or other drug use across levels of parent monitoring was greatest when children were under 11 years old. At older ages there was not difference in risk for these drugs. However, for marijuana, cocaine, and inhalant drugs, there was a sustained risk of starting to use these drugs for youth who received low levels of monitoring in middle childhood (Chilcoat and Anthony, 1996).	
Another study confirms that parental support and monitoring are	

Facilitator Outline | **Facilitator Notes**

important predictors of adolescent drinking, delinquency, and related problem behaviors, even after taking into account critical demographic and family factors, including socioeconomic indicators, age, gender, race of the youth, family structure, and family history of abuse (Barnes and Farrell, 1992). The authors suggest that their findings demonstrate a less frequent occurrence of overt peer pressure than commonly believed. Youth did not report pressure from friends to engage in negative behaviors. However, wanting to be accepted, wanting to belong, and wanting to be noticed are powerful influences. Communication from parents does appear to play a role in adolescent behavior, and openness in communication may be considered a protective measure against possible use.

Some authors have stated that a major parental influence for the adolescent in terms of peer influence is through the choice of friends. Adolescents who associate with friends who use are very likely to use themselves. And family variables may influence the choice of friends and thereby influence the risk of drug use. Parental monitoring and drug use by parents and other family members may have significant effects on the risk of adolescent drug use. One important path of this influence is through the choice of friends. Adolescents who come from families where alcohol and other drugs are used are much more likely to choose friends who use drugs. Thus, parents have powerful influence on their adolescents by their influence on their choice of friends and their monitoring of the peer selection process (Bahr et al., 1993)

Drop and discuss V:2-15 Bonding

Much of the resiliency literature focuses on the relationships or "bonding" between family members and the youth. For example,

Major family factor's cited in the literature that increase resiliency include: parental supervision, child's attachment to parent, parent's attachment to child, parent's involvement in child's activities (Smith, Lizotte, Thornberry, and Krohn, 1995).

Other major family factors cited in the literature that increase resiliency include: develops close bonds with children (Sokol-Katz, Dunham, and Zimmerman, 1997; Bahr, Marcos, and Maughan, 1995; Hawkins and Catalano, 1992), spends quality time with children (Benson, 1993), spend time together as a family

Facilitator Outline | **Facilitator Notes**

unit (Benson, 1993). The family is nurturing and protective, providing safety (Garmezy, 1985), has a warm and uncritical parenting style rather than an overly authoritarian or overly permissive style (Garmezy, 1985), and has clear expectations of behaviors (Hawkins and Catalano, 1992).

However, a good parent/adolescent relationship does not always protect the child from substance use. If the parent, particularly the mother, has a good relationship with the youth, and that parent uses substances, the youth is more likely to use drugs. Female youth were more likely to imitate paternal use and non-use of a substance if they had a good, rather than a poor, relationship with their father. Additionally, parental abstinence did not always ensure abstinence in the child. A youth with a poor relationship with a non-using parent was as likely to use substances as a using parent in a poor parent/adolescent relationship (Andrews, 1994).

Conclude this section by stating that this is only a very brief look at the research in this area.

Explain that all of the research cited in the mini-lecture is referenced in the literature found in the Resource Guide. There is also more related research in the Bibliographies in the Resource Guide, and they can access much more through the Internet addresses listed in the participant's Resource Guide.

C. Cultural Issues for Substance Abuse Prevention and Parenting: Parenting Differences and Similarities Across Cultures

In this section of the training, we will discuss family culture.

(60 minutes)

Family Culture Exercise

There are many different family structures. Some examples

Facilitator Outline

include:

- parents with children; parents jointly make decisions about the children and children have little or no say in how the family is run.
- parents with children; parents are formal decision-makers, but children have strong "informal" influence over decisions about how the family is run.
- parents with children: one parent is the primary caretaker and most communication goes from one parent to the other parent and then to the children.
- single parent families
- extended families
- etc. (Use your own family structure as one example)

Briefly present the family structure diagrams to participants. Make the following key points:

■ Families are our earliest experience with "organizational structure", and we can see that there are a variety of family "structures".

■ It is in the family that we are first exposed to power relationships, lines of communication, and other elements of organizational structure, and we take those experiences and perceptions with us into other organizations that we enter, such as schools and our jobs.

■ Children's earliest images and influences about drug, alcohol and tobacco are stimulated by what they see and hear in their homes.

Directions

Ask the participants to work in groups of 4-6 each at their tables to look at how families influence their attitudes about substance abuse.

- Have each participant draw the structure of their own families and describe how different culture identities affected their family. Include:

Facilitator Notes

Note: Prior to the session, prepare a newsprint sheet with diagrams of several different family structures and the lines of communication and power within those structures. Include an example of a non-traditional family structure.

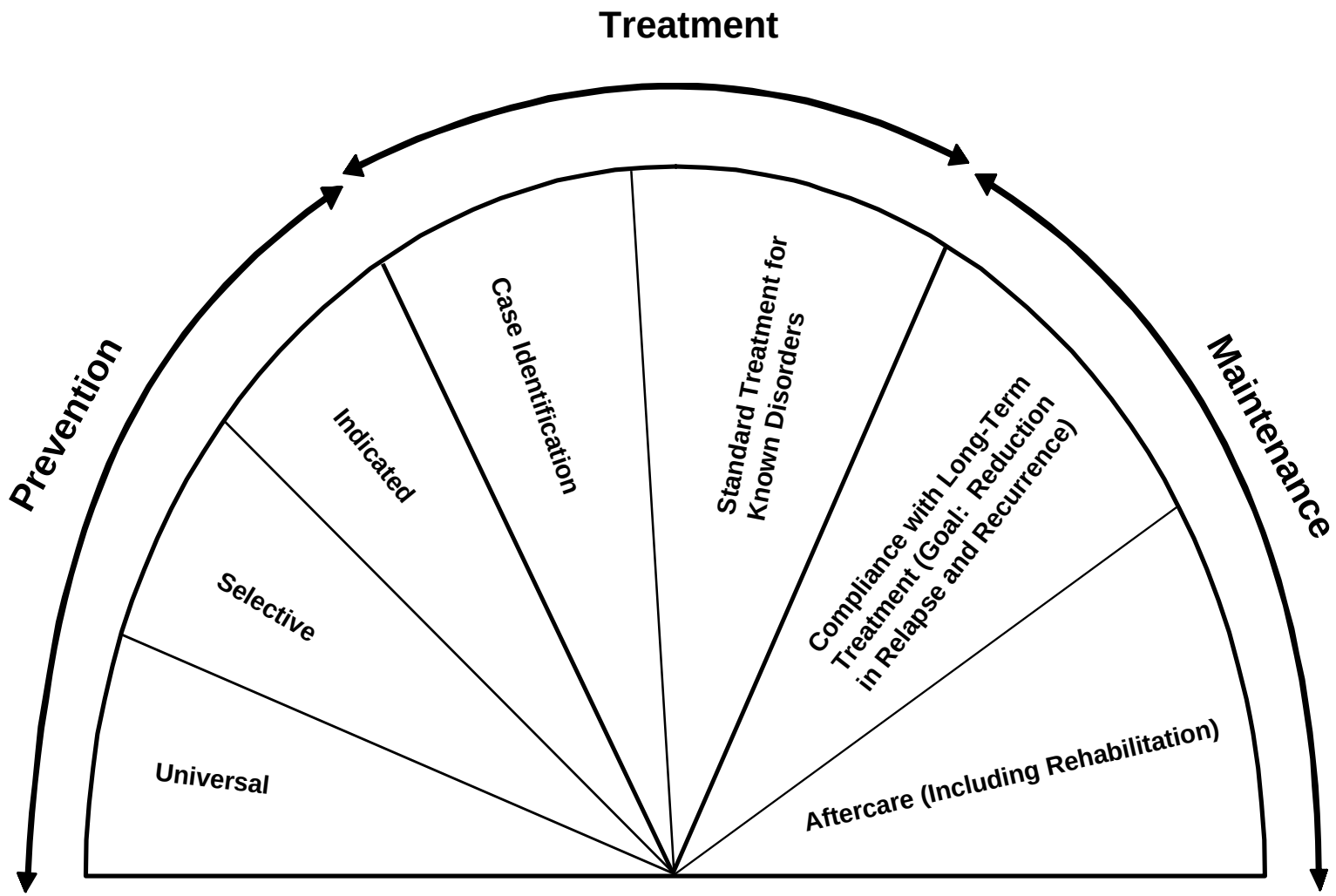
Note: Explain that another aspect of family that is important to recognize is the culture of the family, or the norms and values that held your family together.

(Small Group Exercise)

Facilitator Outline	Facilitator Notes
- geography - religion - ages & number of adults & children - ethnic background - economic status - other	(20 minutes)
Then, call time after about 15 minutes. Have each group discuss how their families addressed the topics of - tobacco - alcohol - drugs	
Ask participants in their groups to individually answer the following questions about tobacco, alcohol, and drugs.	
Drop and discuss V:2-16 Family Culture Questions	
1. What values did your family associate with tobacco, alcohol, and other drugs? 2. What were your family's norms regarding tobacco, alcohol, and other drugs? 3. How and from whom did you learn these norms? 4. Were the norms regarding tobacco, alcohol, and other drugs implicit or explicit?	(15 minutes) **Note:** give examples of "explicit" and "implicit" norms.
Facilitate a report out of each group's discussion, asking them to focus on the "norms" regarding the topic that they were assigned.	
LUNCH	**(60 minutes)**

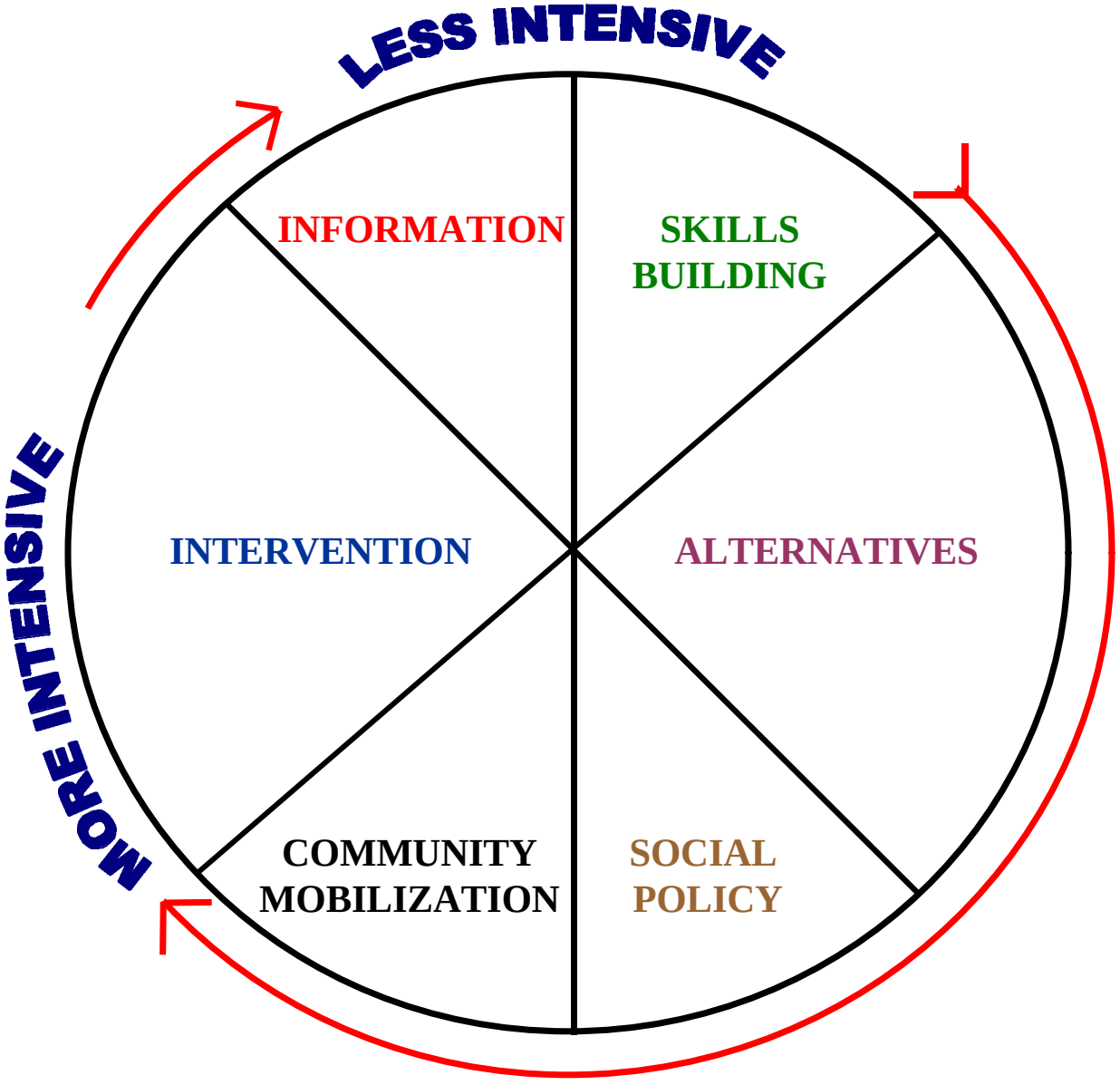
CSAP Definition of Prevention

Prevention is a proactive process which empowers individuals and systems to meet the challenges of life events and transitions by creating and reinforcing conditions that promote healthy behaviors and life styles.



Institute of Medicine Continuum

Six Strategies in Prevention



Examples of Parenting Programs by Strategy

Strategy	*Example*
Information	
Skills Building	
Alternatives	
Social Policy	
Community Mobilization	
Intervention	

What is the extent of the influence of the family?

Influence on Youth: Self-Reported

86%	Parent
56%	Grandparents
56%	Place of Worship
50%	Teachers
41%	Peers
23%	Community
22%	TV, Movies, Music

Question asked: Who has a very important influence on you? You may list several responses.

Nov. 22, 1993
758 Youth, Ages 10-17
Princeton Survey Research Assoc.
Newsweek

Heroes of Youth

Of youth aged 9-13 who say they have a hero (60%) here are the top five categories of their heroes:

relatives/friends	52.9%
athletes	31.5%
religious figures	13.6%
fictional characters	11.3%
political-historical figures	8.7%

USA Today
1997

Peer vs. Parental Influence and Substance Use[1]

	Users (n=193) %	Abstainers (n=253) %	Total (n=446) %
Who understands you best?[5]			
Parents, much more	25.0	53.9	41.8
Parents, somewhat more	14.5	13.8	14.1
Parents and friends equally	16.6	10.7	13.2
Friends, somewhat more	25.4	13.8	18.8
Friends, much more	17.6	7.9	12.1
Who most influences your behavior?[4]			
Parents	63.2	79.1	72.2
Siblings	5.7	5.1	5.4
Other adults	1.0	1.6	1.3
Friends	25.4	11.5	17.5
Others	4.7	2.8	3.6

1 All ps based on chi-square
2 $p < .05$
3 $p < .01$
4 $p < .005$
5 $p < .001$

Coombs et al., 1991

Peer vs. Parental Influence and Substance Use[1] *(cont.)*

	Users (n=193) %	Abstainers (n=253) %	Total (n=446) %
Who gives you more respect?[2]			
Family	72.5	82.6	78.3
Family and friends equally	1.6	0.0	0.7
Friends	25.9	17.4	21.1
When you have problems, whose ideas do you respect more?[3]			
Parents, much more	38.3	66.0	54.0
Parents, somewhat more	20.7	14.6	17.3
Parents and friends equally	20.7	8.3	13.7
Friends, somewhat more	14.5	7.9	10.8
Friends, much more	5.7	3.2	4.3

1 All ps based on chi-square
2 $p < .05$
3 $p < .01$
4 $p < .005$
5 $p < .001$

Coombs et al., 1991

V:2-8 cont.

How much influence, do parents have today over whether teenagers your age will smoke, drink or try illegal drugs?

	Teens 12-14	Teens 15-17	All Teens	Parents
Sample size	546	546	1110	n/a
a great deal	41%	25%	33%	
a fair amount	29%	28%	28%	
not very much	17%	34%	26%	
none at all	11%	12%	11%	
dk/nr	2%	1%	2%	

CASA Study
Teens and Their Parents
Sept. 1997

Parental Influence on Children's Drug Use

Parenting Interventions	Frequency of Parenting Interventions for Drug Using Youth				
	Never	Seldom	Sometimes	Often	A Lot
Parents Talk to Them About Drugs	36.8%	32.5%	27.9%	27.9%	26.0%
Parents Set Clear Rules About Behavior	50.7%	44.8%	36.7%	28.9%	21.7%
Parents Apply Punishment When Rules Violated	44.5%	39.2%	30.0%	25.8%	25.2%

1997 PRIDE Survey
N = 141,077 Students in Grades 6 to 12 for 1996-1997

How does the family influence the youth?

- Use by family and Attitude of Family Towards Use
- Communications Patterns of Family
- Monitoring of Time, Activity, Peers
- Bonding

Use By Parent and Attitude Towards Use

Risk Factors:

- Family Use (Conger & Rueter, 1996; Duncan et al., 1995)
- Parent Involves Youth in Parent's Use (Jackson et al., 1997; Brook et al., 1990)
- Parental Permissiveness; Youth Allowed to Drink at Home (Johnson Institute, 1993)

Communications

Resiliency Factors:

- Has a Warm and Uncritical Parenting Style Rather Than an Overly Authoritarian or Overly Permissive Style
  (Garmezy, 1991)

- Has Clear Expectations of Behaviors
  (Hawkins and Catalano, 1992)

- Manages Stress in a Positive Manner
  (Werner, 1990)

- Values and Encourages Education
  (Felner, 1982)

Monitoring of Time, Activity, and Peers

Risk Factors:

- Latch Key Youth
  (Mulhall et al., 1996; Chilcoat and Anthony, 1996)

- Family Influence on Choice of Friends
  (Bahr et al., 1993)

- Lack of Monitoring of the Peer Selection Process
  (Bahr et al., 1993; Coombs, 1990)

Relationships and Bonding

Resiliency Factors:

- Develops Close Bonds with Children (Sokol-Katz, Dunham, and Zimmerman, 1997; Bahr, Marcos, and Maughan, 1995; Hawkins and Catalano, 1992)
- Nurturing and Protective, Providing Safety (Garmezy, 1991)
- Spends Time Together as a Family Unit (Benson, 1993)
- Relationship with Parent
  - Good relationship with youth and parent who uses, youth more like to use
  - Poor relationship with youth and parent who does not use, youth more likely to use (Andrews, 1994)

Family Culture Questions

- What values did your family associate with tobacco, alcohol, and other drugs?
- What were your family's norms regarding tobacco, alcohol, and other drugs?
- How and from whom did you learn these norms?
- Were the norms regarding tobacco, alcohol, and other drugs implicit or explicit?

Facilitator Outline	Facilitator Notes
Objectives	
Workshop participants will: ■ Understand the history of the parent movement and parenting education ■ Acquire an understanding of the various types of existing parenting curricula, materials, and organizations available to parents as resources ■ Acquire an understanding of the criteria to be used in the selection of the material, curricula, and organizations that they use in the training and support of parent groups.	
Components	**(60 minutes)**
A. Types of Parenting Programming Large group: Wagon Wheel Exercise Review of Types of Programs Key Elements of Good Parenting Programs	
Break	**(15 minutes)**
B. How to Choose Effective Parenting Programs	**(120 minutes)**
C. Conclusion	**(30 minutes)**
Pluses and Wishes	
Visuals and handouts:	
V:3-1 Types of Parenting Programs V:3-2 Parent Skill-Building Programs V:3-3 1960s & 1970s V:3-4 Late 1970s National Family Organizations in Substance Abuse Prevention V:3-5 1980s & 1990s V:3-6 1980s & 1990s continued V:3-7 1990s National Family Organizations in Substance Abuse Prevention	

Facilitator Outline

Facilitator Notes

V:3-8 Contributions of National Parent Organizations in Substance Abuse Prevention
V:3-9 Impact of Effective Parenting Movement
V:3-10 Key Elements of Good Parenting Programs
V:3-11 Selection, Implementation, and Organization of Parenting Programs
V:3-12 Failure to meet this Guideline

HO:3-1 Checklist of Prevention Guidelines

Other materials needed:

easel, newsprint, magic markers, overhead projector, screen, VCR monitor and player

A. Types of Parenting Programs

Facilitator Outline	Facilitator Notes
Welcome people back into the room. Explain that we are going to look at different current parenting education programs this afternoon.	**(60 minutes)** **Note:** You may want to set up chairs during lunch. If the participants are setting up the chairs, you may want to draw a diagram of a wagon wheel to facilitate this exercise.
Large group: Wagon Wheel exercise	**(20 minutes)**
Divide the group into a wagon wheel: to do this, follow this procedure: 1. Have everyone number off one-two 2. Put the one's in chairs in a circle facing out 3. Put the two's in a circle around the first circle, facing in. 4. You will now have two concentric circles, one inside the other, with everyone facing each other, and each person with a partner. 5. Then proceed with the first question. (Questionnaire listed below) Allow the partners to talk for four minutes. 6. Ask the outside circle to stand up and move one chair to their left, and sit down. 7. Proceed with the second question. Allow the partners to talk for four minutes. 8. Ask the inside circle to stand up and move one chair to their left, and sit down. 9. Proceed with the third question. Allow the partners to talk for four minutes. 10. Continue in this fashion until all questions have been discussed.	**Note:** Use trainer or observer as a partner if there is an odd chair out.
Or, if you don't want to use the wagon wheel, ask the group to break up into smaller groups of two or three each.	
Or, arrange the chairs beforehand if there is room. Then, ask the group to get up and go to the back of the room, and seat themselves in one of the chairs in the wagon wheel. Tell them that you are going to read a series of questions, and they are to discuss the question with the person facing them. After each question, the wagon wheel will turn one cog, and they will have a new partner to talk to.	

Facilitator Outline

Questions:

1. Looking back to your childhood, who or what do you think helped your parent, parents, or caregiver raise you?
2. Looking at yourself as a parent, how do you think you learned the skills necessary to parent?
3. Have you ever, as a parent, attended a parent education program? Which one(s)?
4. Are you now involved in promoting or organizing a parent education program? What does it do?

Thank the group for their participation in the discussion, and ask them to return to their seats in the front of the room.

Briefly process the activity.

Introduce the next facilitator.

Review of types of programming

Mini-lecture: (visuals)
This section will be covered by a guest lecturer. It reviews the different types of parenting programs, the history of the parent movement, and the impact of the parent movement.

Drop and discuss V:3-1 Types of Parenting Programs

Drop and discuss V:3-2 Parent Skill-Building Program

History of parent movement

Drop and discuss V:3-3 1960s & 1970s

Drop and discuss V:3-4 Late 1970s National Family Organizations in Substance Abuse Prevention

Drop and discuss V:3-5 1980s & 1990s

Facilitator Notes

Note: This section will have a guest lecturer; if you do not have a parent leader to give this section, use the text and visuals as given.

Facilitator Outline	Facilitator Notes
Drop and discuss V:3-6 1980s & 1990s continued	
Drop and discuss V:3-7 1990s National Family Organizations in Substance Abuse Prevention	
Impact of Parent Movement	
Drop and discuss V:3-8 Contributions of National Parent Organizations in Substance Abuse Prevention	
Drop and discuss V:3-9 Impact of Effective Parenting Movement	
Key Elements of Good Parenting Programs	
Handout HO:3-1 Checklist of Prevention Guidelines	
Drop and discuss V:3-10 Key Elements of Good Parenting Programs	
Drop and discuss V:3-11 Selection, Implementation, and Organization of Parenting Programs	**Note:** Mention that these elements are from the CSAP guide: Guidelines & Benchmarks for Prevention Programming. They can get the guide from NCADI; the address is in the Resource Guide, last page.
Drop and discuss V:3-12 Failure to Meet this Guideline and V:3-13 Failure to Meet this Guideline	
Break	**(15 minutes)**
B. How to Choose Effective Parenting Programs	
Case Study of Four - Five Parenting Programs: Explain that this section will look at how to decide on a parenting "kit" to use as part of a comprehensive parenting program. They are to assume that they are a group of parents responsible to a Board, who has the money to use a program and wants a recommendation of whether they should buy this one or not. Divide into small groups.	**(120 minutes)**
Each small group gets a kit consisting of material from one of the programs:	**Note: Option 1:** This section will be a show- and -tell segment, highlighting select examples of parenting strategies. It may be done by personal representatives from the

Facilitator Outline	Facilitator Notes
■ Brochures ■ Flyers ■ OJJDP Manual ■ Parenting Catalogue ■ Curriculum ■ Research Articles on Program	various groups, e.g., Parent to Parent, Effective Black Parenting. **Option 2:** Another way could be the use of a video from select programs.
Each group has one hour to go through the Key Elements handout discussed before the break (HO:3-1) and evaluate the curriculum using these guidelines and bring recommendation to the Board as to whether they want to use it.	**Note:** Count off three or more. Third person reports out on population, demographics, ATOD issues, and the community in which they live (newsprint).
Report out: The small group prepares and delivers a five - ten minute report to the Board (the large group) on their recommendation.	
If your state or organization is promoting another parent education program, you may want to use that program as the first example, and then follow it with one or two of these as other examples.	
Preparing for the Drug-Free Years Strengthening Multi-Ethnic Families Effective Black Parenting Parent to Parent Strengthening Families	If you have time, you may want to link your example with the Key Elements above.
C. Conclusion	
Pluses and Wishes	
1. **Introduction** This activity is an opportunity to provide feedback to the trainers and participants on the day's activities. Ask the participants to focus on what they feel were the pluses of the	**(30 minutes)**

Facilitator Outline	Facilitator Notes
day and wishes they may have.	
2. **Post two sheets of newsprint, one labeled Pluses and the other labeled Wishes.** Remind participants of the concept of brainstorming Brainstorming is a process used to quickly identify the thoughts, ideas or responses individuals may have to a specific topic. The rules for brainstorming are simple. Individuals should verbally state their responses to the question. All responses are recorded on newsprint. There should be no comments, clarification, or discussion as the ideas are being recorded. After the list has been completed, the items are clarified and discussed as needed.	**Optional:** Some facilitators like to do all of the Wishes first, and then end with all of the Pluses.
3. Brainstorm participant pluses and wishes for the day.	
4. Review and clarify the Wishes list. Repeat the process for the pluses. An item should be clarified only by the person who presented it.	
5. After completing the review and clarification of items, allow for a brief discussion of the items if necessary.	
6. Thank the participants for their feedback. Inform them that staff will review the list and attempt to incorporate these items into the next day's agenda.	
7. During the staff debriefing, review the pluses and wishes. Incorporate suggestion when possible.	
Homework assignment: Ask participants to read HO:4-1 Workbook on Starting and Maintaining Parent Education Programs.	
Explain that the next morning will be spent looking at 4 case studies, choosing one, and examining it from the viewpoint of 4 sets of questions.	**Note:** Take time to set up this homework assignment properly.

Facilitator Outline	Facilitator Notes
Review any logistical details for the evening. Thank the participants for their attention and hard work. Announce the starting time in the morning. After wishing everyone a pleasant evening, remain near the door so that participants can approach with comments if they wish.	

Types of Parenting Programs

1. Parenting Support
2. Parent Education
3. Parenting Training
4. Family Skills Training (including children's social skills training)
5. Parent/Peer Support Groups
6. Family Therapy
7. In-Home Family Support

Parenting Skill-Building Programs

1. Teach Set of Parenting Skills
2. Structured Curricula
3. Multiple Training Methods (videos, role plays, direct presence with children, homework)
4. Time-limited
5. Taught in Variety of Settings

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1960s and 1970s

1. Programs for Parents in General

   - Parent Effectiveness Training (P.E.T.)

   - Systematic Training for Effective Parenting (STEP)

2. Programs for Clinical Populations

   - Behaviorally-Based Child Management for Parents of Disordered, Autistic and Retarded Children

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1970s and 1980s

National family organizations in substance abuse prevention

- National Families In Action
- National Federation of Parents for Drug Free Youth
- PRIDE (Parents Resource Institute for Drug Education)
- MADD (Mothers Against Drunk Driving)

1980s and 1990s

1. Developmentally Related Programs

    Parents of Preschoolers

    Parents of School-Age

    Parents of Teenagers

2. Issue-Specific Programs

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1980s and 1990s (Cont.)

3. Interactive Video-Based Programs
    - With Instructor
    - Without Instructor
4. Programs for Specific Populations
    - Abusive Parents
    - Teenage Parents
    - Ethnic Minority Parents
        * Translations
        * Transculturations

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1990s

National family organizations in substance abuse prevention

- African American Parents for Drug Prevention
- National Family Partnership
- Parents' Resource Institute for Drug Education, Inc.
- National Asian Pacific American Families Against Substance Abuse, Inc.
- National Association for Native American Children of Alcoholics
- Hispano/Latino Community Prevention Network
- National Families in Action
- Mothers Against Drunk Drivers
- America Cares!

Contributions of National Parents Organizations

- Reduced sales of drug paraphernalia through local government advocacy
- Attacked concept of “soft drugs” and less harm for marijuana and cocaine
- Supported raising drinking age to 21
- Established red ribbon campaign
- Fought marijuana legalization efforts and deglamorized marijuana and hemp use
- Advocated for more private and public funding for drug enforcement and prevention
- Provided high visibility for drug issue with politicians and media and public
- Provided support groups for parents with children abusing drugs
- Provided parenting skills training
- Expanded into multi-cultural communities and families

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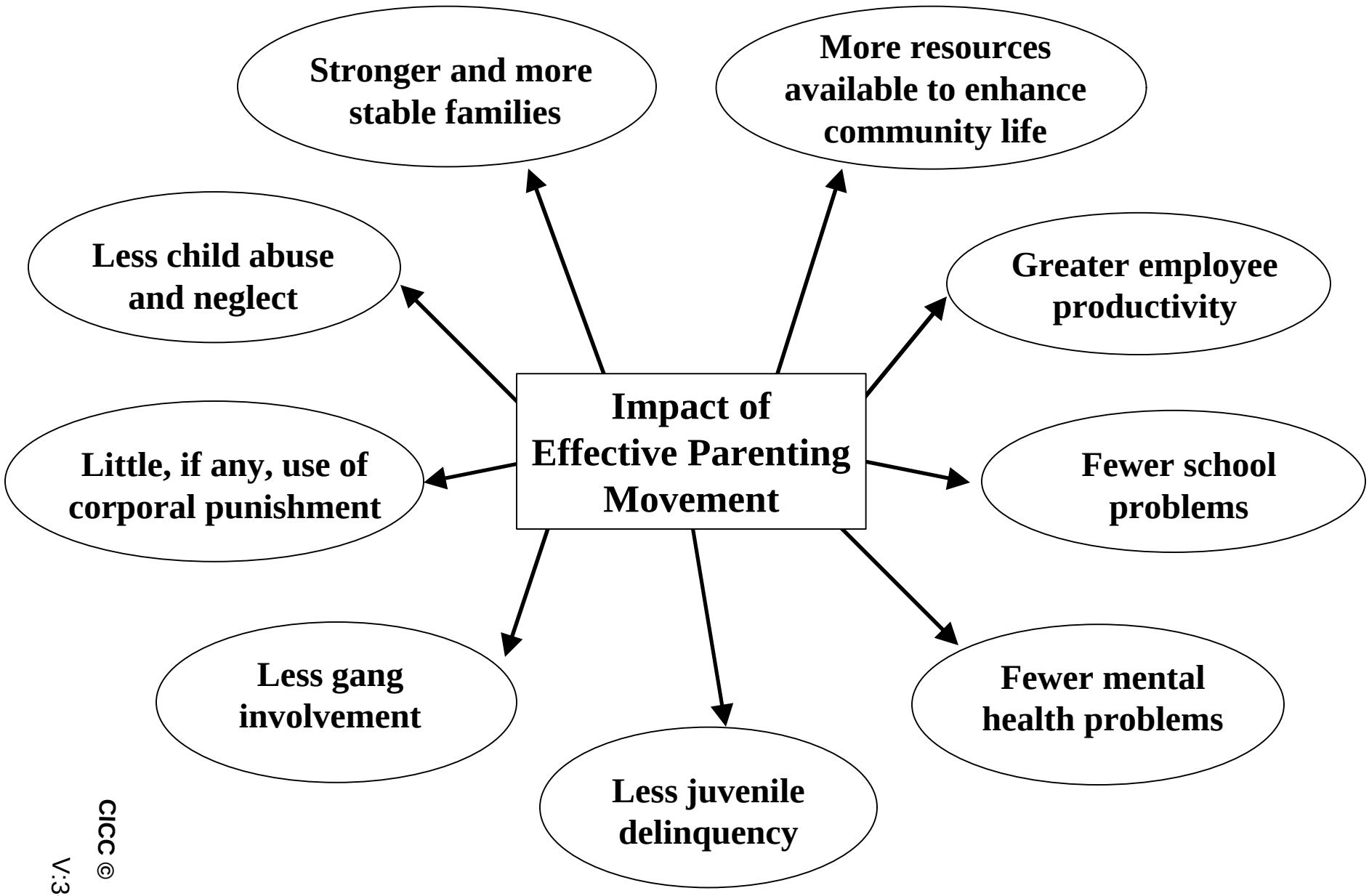
Impact of Effective Parenting Movement
Stronger and more stable families
More resources available to enhance community life
Less child abuse and neglect
Greater employee productivity
Little, if any, use of corporal punishment
Fewer school problems
Less gang involvement
Fewer mental health problems
Less juvenile delinquency

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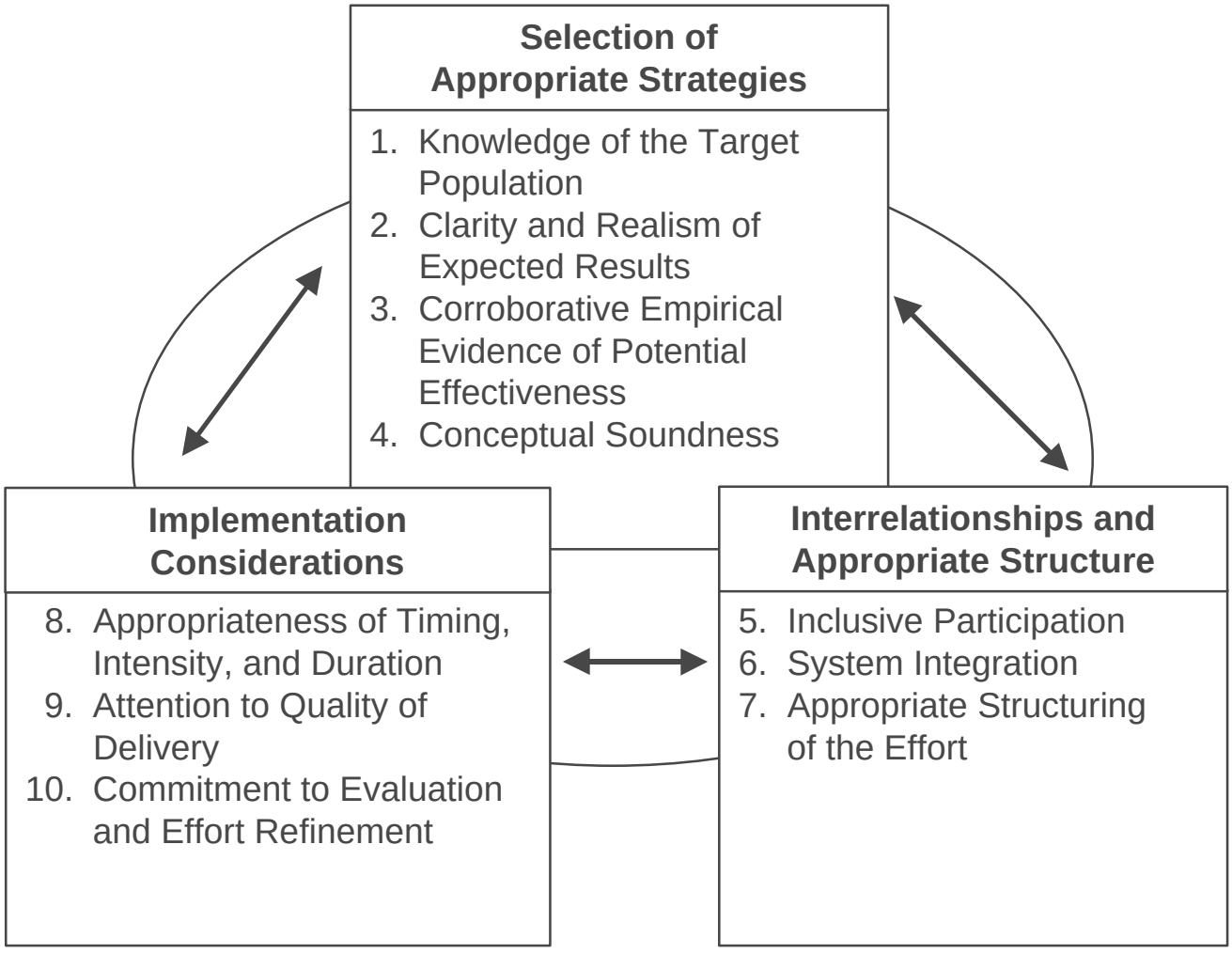
Key Elements of Good Parenting Programs

1. Knowledge of the target population
2. Clarity and realism of expected results
3. Corroborative empirical evidence of potential effectiveness
4. Conceptual soundness
5. Inclusive participation
6. System integration
7. Appropriate structuring of the effort
8. Appropriateness of timing, intensity, and duration
9. Attention to quality of delivery
10. Commitment to evaluation and effort refinement

Selection, Implementation, and Organization of Parenting Programs



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Failure to Meet This Guideline: Can Result In:

Failure to Meet This Guideline:	Can Result In:
1. Knowledge of the target population	Choosing culturally inappropriate strategies; resistance from the community; lack of support or engagement in the effort
2. Clarity and realism of expected results	Loss of focus or promising more than can be attained
3. Corroborative empirical evidence of potential effectiveness	Making unnecessary mistakes by not learning from experiences of others
4. Conceptual soundness	Inability to effectively address the problem, with unintended or unrelated effects
5. Inclusive participation	Lack of interest and support from key persons and organizations

Failure to Meet This Guideline:	Can Result In:
6. System integration	Fragmentation of effort; inefficient use of resources; missed opportunities for synergy; and unproductive competition
7. Appropriate structuring of the effort	Overwhelming too few people with too much work, leading to delays, extra costs, and less attention to quality
8. Appropriateness of timing, intensity, and duration	Misdirected effort; failure to realize the full potential of the effort
9. Attention to quality of delivery	Overlooking key details and thus weakening the potential impact of the effort
10. Commitment to evaluation and effort refinement	Missed opportunities for redirecting and improving the effort and for determining its effectiveness

Checklist of Prevention Guidelines

Directions:

For each of the 10 prevention guidelines, a series of questions has been developed for the prevention effort being evaluated. Please read each item, and (either individually or in a group) check the appropriate box to indicate whether or not the issue has been addressed. Answers to these questions are subjective, and differences between raters are expected. As such, the checklist ratings and computed scores should be used as a general index of the extent to which a prevention effort addresses these issues and for identifying areas for improvement. Each "no" answer should be given a score of 0. Each "yes" answer should receive a score of 1 for all guidelines except guideline three. Because only three (rather than six) questions relate to guideline three, give each "yes" a score of 2. Thus, for each guideline, scores will range from 0 to 6. Scores of 1 to 2 are considered low, 3 to 4 medium, and 5 to 6 are high. After completing all items on the checklist and computing total scores for each guideline, a simple bar graph can be used to visually display the results and identify areas requiring further attention.

Applied to a current or ongoing prevention strategy, the checklist can be used to identify strengths and weaknesses and determine where adjustments may need to be made in order to enhance the likelihood of success. As with designing a new approach, use of the checklist to assess an ongoing effort would utilize guidelines across all three domains. Thus, an analysis of an existing effort may indicate that insufficient attention has been paid to issues of conceptual soundness (domain 1), inclusive participation (domain 2), or quality of delivery (domain 3). Information from the assessment can then be used to make appropriate changes to improve the effort.

1. Knowledge of the Target Population

Recommendation 1.1. Base the prevention effort on a clear understanding and definition of the populations and groups to be influenced and a careful consideration of their patterns of substance use, cultures, value systems, and likelihood of responsiveness to the effort.

1. Has the target population been defined by age, gender, socioeconomic status, cultural and religious characteristics, family structure (traditional and non-traditional, foster parenting), ethnicity, and geographic location?

   ❑ Yes ❑ No

2. Have the cultural characteristics of the target population been considered, including traditions, customs, communication patterns, and so on?

   ❑ Yes ❑ No

3. Have patterns of illicit and non-illicit drug use and under-age use of alcohol and tobacco been examined?

   ❑ Yes ❑ No

4. Have values and attitudes been considered?

   ❑ Yes ❑ No

5. Has the likelihood that the target population will respond to the prevention effort been assessed?

   ❑ Yes ❑ No

6. Are mechanisms in place to monitor the continued appropriateness of the strategy for the target population over time?

   ❑ Yes ❑ No

2. Clarity and Realism of Expected Results

Recommendation 2.1. Focus the prevention effort on specific, realistic goals.

1. Has clear focus on realistic goals been maintained?

   ❑ Yes ❑ No

2. Has the potential "reach" (i.e., inclusion, population/geographic, and segment audience) of the effort been considered?

   ❑ Yes ❑ No

3. Has the potential "strength" of the effort been considered?

❑ Yes ❑ No

Recommendation 2.2. Consider the goals of a specific prevention effort in the context of the larger prevention goals of the community, State, or Nation.

4. Have specific goals of the effort been defined?

❑ Yes ❑ No

5. Have general prevention goals been defined, and are specific goals of the effort coordinated with them?

❑ Yes ❑ No

6. If it is clear that prevention goals cannot be achieved, has the effort been reexamined?

❑ Yes ❑ No

3. Corroborative Empirical Evidence of Potential Effectiveness

Recommendation 3.1. When available, gather and use reliable empirical evidence of effectiveness from comparable programs to select and guide the current effort.

1. Have previous experiences with this type of effort been identified?

❑ Yes ❑ No

2. Has evaluation evidence of effectiveness been identified?

❑ Yes ❑ No

3. Has the methodological soundness of previous evaluations been assessed?

❑ Yes ❑ No

4. Conceptual Soundness

Recommendation 4.1. Use a logical conceptual framework to connect the prevention effort with its intended results and ultimately with the overall goal of reducing substance abuse.

1. Have logical connections between prevention activities and prevention goals been identified?

❑ Yes ❑ No

2. Has support for other well-established theories been examined?

❑ Yes ❑ No

3. Have plans been made to update the effort should new information become available?

❑ Yes ❑ No

Recommendation 4.2. Base the conceptual framework used to explain the prevention effort on existing knowledge, and refine or revise the framework as needed to reflect new learning from public health, behavioral sciences, and other fields.

4. Have issues of causation versus correlation been considered?

   ❑ Yes ❑ No

5. Has the nature of motivation to use alcohol and drugs been considered?

   ❑ Yes ❑ No

6. Have intermediary factors that link prevention with use been considered?

   ❑ Yes ❑ No

5. Inclusive Participation

Recommendation 5.1. Include in the prevention effort activities that secure and maintain buy-in of key decisionmakers and leaders as well as of those organizations and individuals who directly or indirectly will be responsible for implementing the effort.

1. Have key decisionmakers in the target area been identified?

   ❑ Yes ❑ No

2. Are key decisionmakers actively involved in planning and executing the effort?

   ❑ Yes ❑ No

3. Have formal and informal leaders been identified?

   ❑ Yes ❑ No

4. Have formal and informal leaders been involved in planning and executing the effort?

   ❑ Yes ❑ No

5. Where appropriate, have recipients of the prevention strategy been involved in planning and implementation?

   ❑ Yes ❑ No

6. Have cultural issues been considered in efforts to foster inclusive participation?

   ❑ Yes ❑ No

6. System Integration

Recommendation 6.1. Design and implement the prevention effort to build on and, in turn, support related prevention efforts.

1. Have other related prevention efforts in the target area been identified?

   ❑ Yes ❑ No

2. Has the effort been designed and carried out in coordination with other prevention efforts?

   ❑ Yes ❑ No

3. Have opportunities to maximize effectiveness by building on other efforts been identified?

   ❑ Yes ❑ No

   Recommendation 6.2. Design and implement the prevention effort with consideration for the strains that it may place on different parts of the system.

4. Have possible system strains caused by the effort been planned for?

   ❑ Yes ❑ No

5. Have ways to minimize or avoid system strains been planned?

   ❑ Yes ❑ No

6. Have representatives from other parts of the system been included in the planning process?

   ❑ Yes ❑ No

7. Appropriate Structuring of the Effort

Recommendation 7.1. Carry out the prevention effort through activities consistent with the availability of personnel, resources, and realistic opportunities for implementation.

1. Has the effort been segmented into manageable components?

   ❑ Yes ❑ No

2. Are components designed to strengthen each other?

   ❑ Yes ❑ No

3. Has the planning for the overall effort been centralized and coordinated?

   ❑ Yes ❑ No

4. Have the budget, staff, and activities been decentralized?

   ❑ Yes ❑ No

Recommendation 7.2. Create opportunities for the exercise of leadership across a broad range of participants.

5. Have participants been involved as leaders?

❑ Yes ❑ No

6. Have leadership roles been used as opportunities to broaden participation and investment in the effort?

❑ Yes ❑ No

8. Appropriateness of Timing, Intensity, and Duration

Recommendation 8.1. Time the prevention effort so that implementation coincides with a period of peak community concern or the target population's readiness for the change intended.

1. Has full advantage been taken of transient opportunities and "teachable moments?"

❑ Yes ❑ No

2. Has the effort capitalized on dramatic current events while maintaining a measured, rational approach?

❑ Yes ❑ No

3. Has readiness to address controversial problems or difficult strategies been carefully assessed?

❑ Yes ❑ No

Recommendation 8.2. Design the prevention effort for delivery with sufficient intensity (in exposure, breadth, and impact) to produce its intended results and be applied over an appropriate duration so that these results can be sustained.

4. Has the intensity of the effort been matched to the intensity of the problem and its causes?

❑ Yes ❑ No

5. Has the effort been maintained or repeated over a long enough period to maintain effectiveness?

❑ Yes ❑ No

6. Have efficient ways been found for applying "booster" interventions?

❑ Yes ❑ No

9. Attention to Quality of Delivery

Recommendation 9.1. Design and implement the prevention effort for the highest possible quality in each step of its execution.

1. Has the highest quality of implementation been planned?

❑ Yes ❑ No

2. Have important implementation features been identified?

❑ Yes ❑ No

3. Has each implementation feature been planned and executed for highest quality?

❑ Yes ❑ No

4. Has attention been paid to staff characteristics and qualifications?

❑ Yes ❑ No

5. Has attention been paid to management issues?

❑ Yes ❑ No

6. If necessary, has the effort been reshaped to respond to changing events and opportunities?

❑ Yes ❑ No

10. Commitment to Evaluation and Effort Refinement

Recommendation 10.1. Pay adequate attention to monitoring and process and outcome evaluation.

1. Has the effort been planned with monitoring and evaluation in mind?

❑ Yes ❑ No

2. Has outcome evaluation been conducted to measure success of the effort in producing desired results?

❑ Yes ❑ No

3. Has the evaluation been integrated into the effort?

❑ Yes ❑ No

4. Has the effort been continuously monitored?

❑ Yes ❑ No

5. Have careful records been kept and used in assessing the effort?

❑ Yes ❑ No

6. Has information from monitoring and evaluation been fed back to improve the effort?

❑ Yes ❑ No

Facilitator Outline	Facilitator Notes
Objectives	
Workshop participants will: ■ Develop an understanding of the components necessary to start a parent mobilization effort. ■ Develop an understanding of the components necessary to maintain a parent mobilization effort.	
Components	
Introduction	**(20 minutes)**
A. Targeting Issues, Supporters, and Opponents 1. Mini-lecture 2. Small work group (HO: 4-1 Q. 1-8) 3. Large group process	**(40 minutes)**
B. Organizing Parent Supporters and Supporting Organizations 1. Mini-lecture 2. Small work group (HO: 4-1 Q. 9-11) 3. Large group process	**(40 minutes)**
C. Organizing Parent Organizations 1. Mini-lecture 2. Small work group (HO: 4-1 Q. 12-14) 3. Large group process	**(40 minutes)**
D. Mobilization of the Larger Community 1. Mini-lecture 2. Small work group (HO: 4-1 Q. 15-25) 3. Large group process	**(40 minutes)**
E. Barriers to Participation in Parenting Education Efforts	**(15 minutes)**

Facilitator Outline	Facilitator Notes
F. Model of Group Development	**(15 minutes)**
G. Retaining Parent Involvement in Parenting Education Efforts	**(10 minutes)**

Visuals and handouts:

V:4-1 Case Studies
V:4-2 Targeting Issues
V:4-3 Targeting Parent Supporters
V:4-4 Targeting Opponents
V:4-5 Identifying Supporters
V:4-6 Types of Structures
V:4-7 Types of Mobilization Tactics
V:4-8 Strategies Should Relate
V:4-9 Barriers to Parent Involvement
V:4-10 Stages of Group Dynamics
V:4-11 Model of Group Development
V:4-12 Retaining Parent Involvement

HO: 4-1 Handbook

Other materials needed:

easels, newsprint, magic markers, masking tape

I. Introduction	**(20 minutes)**

Facilitator Outline

Facilitator Notes

Yesterday we reviewed parenting education issues such as:

- why we need to work with parents
- the many different strategies we can use with parents
- the many types of programs we can adopt and adapt for parents.

Formation of Case Study Work Groups

a. Refer participants to the four Parent Issue Case Studies handout.

Trainer or participant volunteer read each of the case studies out loud.

b. Ask participants to self-select one of the case studies on which they would like to work.

c. Ask the participants to cluster together by case study of interest and then ask them to form small work groups with one group at each table. (If one "cluster" is too large, divide the "cluster" into two or more groups.)

Optional: The participants may choose to write up their own situation as a case study. This is especially valuable if the participants have come in teams. The Workbook HO:4-1 exercises, when completed, are a good start as an action plan. Recommend that they choose this option if they came in teams.

Drop and discuss V:4-1 Case Studies

Parent Issue #1	Billboards
Parent Issue #2	Drug-Free Zones
Parent Issue #3	Crack House
Parent Issue #4	The County Fair

Facilitator Outline	Facilitator Notes
d. Discuss the various roles that work groups need to fill and request that each work group begins by identifying the individuals who can serve these roles: facilitator, presenter, recorder, and timekeeper. NOTE: newsprint roles in advance and keep posted during work group sessions.	**Note:** Emphasize this step of identifying the participants who will take these roles.
e. Refer participants to the "Worksheets for Targeting/Organizing/Mobilizing." Inform participants that these worksheets will serve as a guide for their work group. They do not need to answer all of the questions in every section. NOTE: The challenge for participants is to tease out from these work sessions the key points and learning that they can apply to their organizing of parents and parent organizations. Situations seldom repeat themselves and tactics can seldom be used in precisely the same way twice. Therefore, trainers should be careful **not** to suggest a cookbook, but encourage participants to ask the right questions in order to develop their own plan for organizing parents and parent organizations.	**Set-up:** Explain that the next 2 hours is spent looking at 3 major processes
A. Targeting Issues, Supporters, and Opponents	**(40 minutes)**
1. Mini-lecture Trainer: Before putting the participants to work in their self-selected groups, quickly make the below points:	
Drop and discuss V:4-2 Targeting Issues	

Facilitator Outline

Facilitator Notes

a. Targeting Issues

1. Convert private troubles into public issues.

2. Select an issue about which parents can get excited.

3. Define what change you want to see occur.

4. Select an issue that is winnable.

Drop and discuss V:4-3 Targeting Supporters

b. Targeting Supporters

1. Assess who is most affected by this issue.

2. Assess who has the potential to help you create the desired change.

Drop and discuss V:4-4 Targeting Opponents

c. Targeting Opponents

1. Assess who has the power to stop, hinder, or advance the desired change.

2. Small Work Group (HO: 4-1 Q. 1-8)

a. Instruct the work groups to consider, discuss, and complete questions #1 - 8 on their worksheets pertaining to "targeting" issues, supporters, and opponents in regards to the case study they self-selected.

Facilitator Outline	Facilitator Notes
b. Trainers should move from table to table to make sure that participants are clear about their assignment and to help the work groups target/zero in on: ■ A winnable issue ■ Specific supporters who are most affected by this issue ■ Specific supporters who have the potential to help create the desired change ■ Specific opponents with the power to stop or hinder the desired change	
3. Large Group Process a. Facilitate discussion with large group (all participants) on "targeting" issues, supporters, and opponents. NOTE: Elicit points from the participants that were discussed in their work groups. Use the miniteach trainer notes to emphasize any points that were not noted by the work groups. b. Compare and contrast findings among the work groups working on different case studies.	
B. Organizing Parent Supporters and Supporting Organizations	**(40 minutes)**
1. Mini-lecture: a. Organizing Parent Supporters: Trainer very briefly emphasize the below points before returning participants to their work groups: 1. Parents often get involved for personal reasons and they get involved when they can make a difference.	

Facilitator Outline

Facilitator Notes

2. Organizers need to find out what will motivate these potential supporters and then make sure these needs are satisfied.

3. Organizers need to develop messages that meet the needs and match the perspectives of their potential supporters.

b. Organizers need to find and use different ways to identify supporters, such as:

Drop and discuss V:4-5 Identifying Supporters

- one-on-one meetings
- petition drives
- direct mail
- rallies
- canvassing
- ad campaigns
- community meetings
- others

Note: Solicit examples of these activities

2. Small Group Work: (H0: 4-1 Q. 9-11)

Instruct the work groups to consider, discuss, and complete questions #9 - 11 on their worksheet pertaining to organizing parent supporters.

3. Large Group Process:

Facilitate a large group discussion. Elicit input from all of the work groups to highlight different and common approaches suggested for each case study.

Facilitator Outline

Facilitator Notes

C. Organizing Parent Organizations:

(40 minutes)

Note: Make the transition by asking a question about organizing parent organizations, such as, "How many of you have tried to start a parent organization?"

1. Mini-lecture:

Trainer very briefly emphasize the below points before returning participants to their work groups.

a. Parents need a group -- an organization -- to demonstrate their power.

b. The organizational structure should meet the needs of the supporters and the scope of the group's action.

c. Organizers should use different types of structures to achieve goals, such as

Drop and discuss V:4-6 Types of Structures

- task committee
- steering committee
- block group
- neighborhood association
- coalition
- partnership
- others

d. Organizations are perceptions. No one can see an organization.

e. It is up to the group (the parents) to develop, manage, and take responsibility for its image. This "image" may influence the group's choice of strategies and its ability to achieve its desired outcome.

Facilitator Outline	Facilitator Notes
2. Small Work Group (HO: 4-1 Q. 12-14)	**Note:** Use pictures as the report out method for variety and interest.
a. Distribute an assortment of colored markers and newsprint to each table.	
b. Instruct the work groups to consider, discuss, and complete questions 12 - 14 on their worksheet pertaining to organizing parenting organizations as it relates to their case study.	
c. Instead of writing responses to questions 12 - 14, instruct the participants to draw pictures to illustrate their answers.	
3. Large Group Process:	**Note:** Due to time restraints, large group report outs and sharing should be tightly facilitated and structured to allow maximum discussions in the smaller groups focusing on their self-selected case study.
Facilitate a large group discussion. Ask each table/group to display their drawing and to discuss some of their group's discussion about organizing parenting organizations. Elicit or note what is common and what is unique in the drawings in regards to the case studies.	
D. Mobilizing by of the Larger Community	**(40 minutes)**
1. Mini-lecture:	
Drop and discuss V:4-7 Types of Mobilization Tactics	**Note:** Stress some of the key points below. Do not feel that you must cover every point. Select those items that have not been addressed, facilitate a lively and interactive dialog with the participants -- but adhere to the time restraints.
a. Introduction to Mobilizing Parenting Organizations	
1. MOBILIZATION is about using parent supporters whom you have organized to influence the opponents you have identified.	
2. Timing is everything -- impact is greatly diminished if supporters enter the process too late or too early.	

Facilitator Outline

Facilitator Notes

3. MOBILIZATION must be seen as a process, with each strategy building on the next as a way to accomplish a well-defined goal and vision.

4. An effective campaign requires public support -- therefore, the organizer must design actions with the general public in mind.

5. The organizer must be concerned about the image of the parent organization as well as the image of the opposing organization.

6. Never go outside the experiences of your parenting group -- but whenever possible, go outside the experiences of the opposition.

Note: Stay ahead of the opposition. Use the best skills and knowledge of the group, but don't go beyond that skills and knowledge base until you have trained yourself to higher levels.

7. Make the opposition live up to its rules and rhetoric.

8. Good strategies are ones that parents will enjoy and feel comfortable using.

9. To win, one must “keep the heat on” -- but do not let things drag on too long.

10. Always be ready to move with the flow of events -- be flexible; don’t wait until all the resources are lined up. Most of the time, “you need to do what you can with what you have.”

b. Types of MOBILIZATION Strategies

- Use of PERSUASION Strategies

  PERSUASION involves problem solving and education. Information is assembled, alternatives are examined, and mutually satisfying solutions are selected.

Facilitator Outline | **Facilitator Notes**

PERSUASION strategies are used when there are shared objectives between two groups, when disagreements are modest, and when misunderstanding can be mediated with improved communication and/or by referring to a common interest.

- Use of NEGOTIATION Strategies

  NEGOTIATION strategies are used when one cannot or choose not to persuade.

  NEGOTIATION requires that one make a demand, back it up with arguments, and then make a concession or trade.

  NEGOTIATION reflects power relationships more than it alters them.

- Use of DIRECT ACTION Strategies

  DIRECT ACTION strategies are used to increase public awareness, to threaten and embarrass an opponent, and to provide "glue" for your mobilization effort.

  DIRECT ACTION can be used to define extremes, can create bargaining power, can dramatize a point of view, and can help to transform the complexities of issues and associated relationships so that new patterns emerge -- good vs. evil.

  Examples of DIRECT ACTIONS are protests (marches, teach-ins, petitions, etc.), non-cooperation (strikes, boycotts, absenteeism, etc.), and interventions (sit-ins, phone-ins, stand-ins, etc.).

c. Selection of MOBILIZATION Strategies

   1. The greater the commitment by the parenting group, the greater the risks the

Facilitator Outline | **Facilitator Notes**

group will be willing to take to achieve its desire goals.

2. Always start with low-risk strategies first.

3. Pick actions that are both enjoyable and winnable.

4. Strategies/actions should fit the parent group's style, history, and culture.

5. Strategies should be linked together so that they build on each other.

Drop and discuss V:4-8 Strategies Should Relate To:

6. Selected strategies should relate to:

- the substance of the issue
- the desired change -- goal of the parent organization
- the culture and history of the community and organization
- the perception and organizational composition of the parent group
- the available resources
- the relationship between the supporters and the opposition

2. Small Work Group (HO: 4-1 Q. 15-25)

a. Instruct the work groups to consider, discuss, and complete questions 15 - 25 on their worksheet pertaining to "mobilizing by persuasion, negotiation, and direct action." Urge the work groups to consider all three "types" of mobilization strategies in relationship to their self-selected case study.

Note: Trainer should display the three types of mobilizing strategies on newsprint or transparency.

Option 1: if time is short, have the small groups choose just one of the strategies & work through the questions on that strategy.

3. Preparation of Role Play:

Facilitator Outline	Facilitator Notes
After adequate time has been given the work groups to discuss and respond to questions 15 - 25, ask the work groups to prepare a role play based on their case study of one of the mobilization tactics discussed. Allow each group to self-select which mobilization tactic they wish to role play. Give each group 10 minutes to prepare for role play	
4. Large Group Presentations: Give 5 minutes for each group to do the role play	**Note:** May be a good place to break for lunch. **(15 minutes)**
E. Barriers To Parents' Participation in Parenting Organizations A. Through an interactive miniteach, point out that the parent organizer needs to be aware that there potentially may be barriers that prevent some parents from participating in parenting agencies. The organizer needs to give serious thoughts to how to avoid or remove these barriers. B. Elicit from the participants (a) potential barriers and (b) ways to avoid or eliminate the barriers to parents participating. Some barriers are:	
Drop and discuss V:4-9 Barriers to Parent Involvement • No One Asked Them To Get Involved • Don't Know How To Become Involved • Lack Of Time Due To Family And Other Commitments • Unable To Make A Long Term Commitment • Time and/or Place Of Meetings Not Convenient • Uncomfortable With The Issues Or The Strategies Proposed To Address the Issues	Create a worksheet for the above with two columns: one in which the participant lists barriers to participation; the other in which the participant lists ways to avoid or eliminate the barriers?

Facilitator Outline

Facilitator Notes

- Unaware Of What They Will Gain From Being A Part of A Parent Agency
- Don't Feel Needed/Not In "Loop" Of Decision Making
- Lack Logistical or Financial Support For Childcare, Transportation, etc.
- Feel Culturally Isolated/Not Able To Relate To Other Parents Experiences In Regards To Ethnicity, Gender, Age, etc.

(15 minutes)

F. A Model of Group Development

Drop and discuss V:4-10 Stages of Group Dynamics

1. Introduction: Like anyone becoming a part of an organization, parents may go through various stages of comfort and discomfort as they adjust the norms and culture of the organization.

   There are many different models of group development. Remember Forming, Storming, Norming, and Performing? We are just going to give you one here, but there is another one in the handouts which we also like to use with parent groups.

   We will use the Gibbs Model here.

Drop and discuss V:4-11 Model of Group Development

2. The Gibbs, Drexler and Weisbord Model of Group Development is but one model that may help the parent organizer to understand transitions that parents may experience throughout their involvement with a parent organization.

   While there are "stages" to the Gibbs, et al model, we suggest that it is a fluid model or that every parent will go through every stage at a definite period.

Facilitator Outline

Facilitator Notes

Gibb's model states that when an individual becomes a part of an organization, they may go through four **unresolved** states and four **resolved** stages of "growth." As a part of a "group" or "organization," the individual may ask themselves four key questions:

- Who Am I?

  In this early stage of group involvement with a parent organization, individuals may be *cautious* but exhibit *polite façade*. Over time, individuals will begin to *trust* and *accept others* in the organization.

- Who Am I With You?

  Based on the history that an individual may have with others in the group, there may be a period of *fear* or mistrust of others in the group or of the organization. As clarity is established regarding the relationship of the individual to others in the group as well as the organization, more *spontaneity* will be exhibited, *information will be shared more readily*, and more *honest two-way feedback* will occur.

- What Are We Going To Do?

  During the unresolved period that the group is clarifying its mission, goals, objectives and action steps, some members may appear *disinterested* or *spiritless* while others may present themselves as being very *competitive*. However, as roles become more defined and issues *get resolved* within the group, the individual becomes more of a team player.

- How Are We Going To Do It?

  When the organization's membership is unresolved about "how" tasks are to be accomplished, members are often *hesitant about making decisions*

Note: The italicized words in the test are the exact words used in the graph V:4-10

Facilitator Outline	Facilitator Notes
and reluctant to assume responsibilities for implementing strategies. When clarity and agreement is achieved on "how" tasks are to be accomplished, parents will begin to work more creatively and as a team.	
G. Retaining Parents' Involvement in Parenting Education Efforts	**(10 minutes)**
1. Facilitate a short interactive discussion with participants on "why parents may stay involved with an organization. Note that respect is important for many parents who believe that they have been dealt a bad hand by society. Parents will not stay with an organization or program which does not give them respect.	
2. Some retention factors that keep parents involved are:	
Drop and discuss V:4-12 Retaining Parent Involvement	
• A Warm and Supportive Environment • Feeling Involved, Valued, and Empowered • Having Fun • A Personal Need Is Being Met • Opportunity to Establish Friendships • Opportunity to Professionally Network • Opportunity to Participate at One's Own Comfort Level	**Optional:** Ask "why have you stayed involved in this training?"
Thank the participants for their hard work in a long morning.	
Explain that in the afternoon we will be looking at Resource Development and Evaluation, and end up with a plan of action.	
Announce that the session will start promptly at 1:00 p.m.	
At this point give each participant 6 index cards and ask them to print their name, address, phone number, fax and e-mail number on	

Facilitator Outline	Facilitator Notes
each, during the break. This will facilitate the afternoon session, Module 5.	
LUNCH	**(60 minutes)**

Case Studies

Parent Issue #1.	Billboards
Parent Issue #2.	Drug-Free Zones
Parent Issue #3.	Crack House
Parent Issue #4.	County Fair

Targeting Issues

- Convert private troubles into public issues.
- Select an issue that is exciting to parents.
- Define what change parents want to see occur.
- Select an issue that is winnable.

Targeting Parent Supporters

- Assess who is most affected by this issue

- Assess who has the potential to help you create the desired change

Targeting Opponents

- Assess who has the power to stop or hinder the desired change

Identifying Supporters

- One-on-one Meetings
- Petition Drives
- Direct Mail
- Rallies
- Canvassing
- Ad Campaign
- Community meetings
- Other

Types of Structures

- Task Committee
- Steering Committee
- Block Group
- Neighborhood Association
- Coalition
- Partnership
- Others

Types of Mobilization Tactics

- Persuasion
- Negotiation
- Direct Action

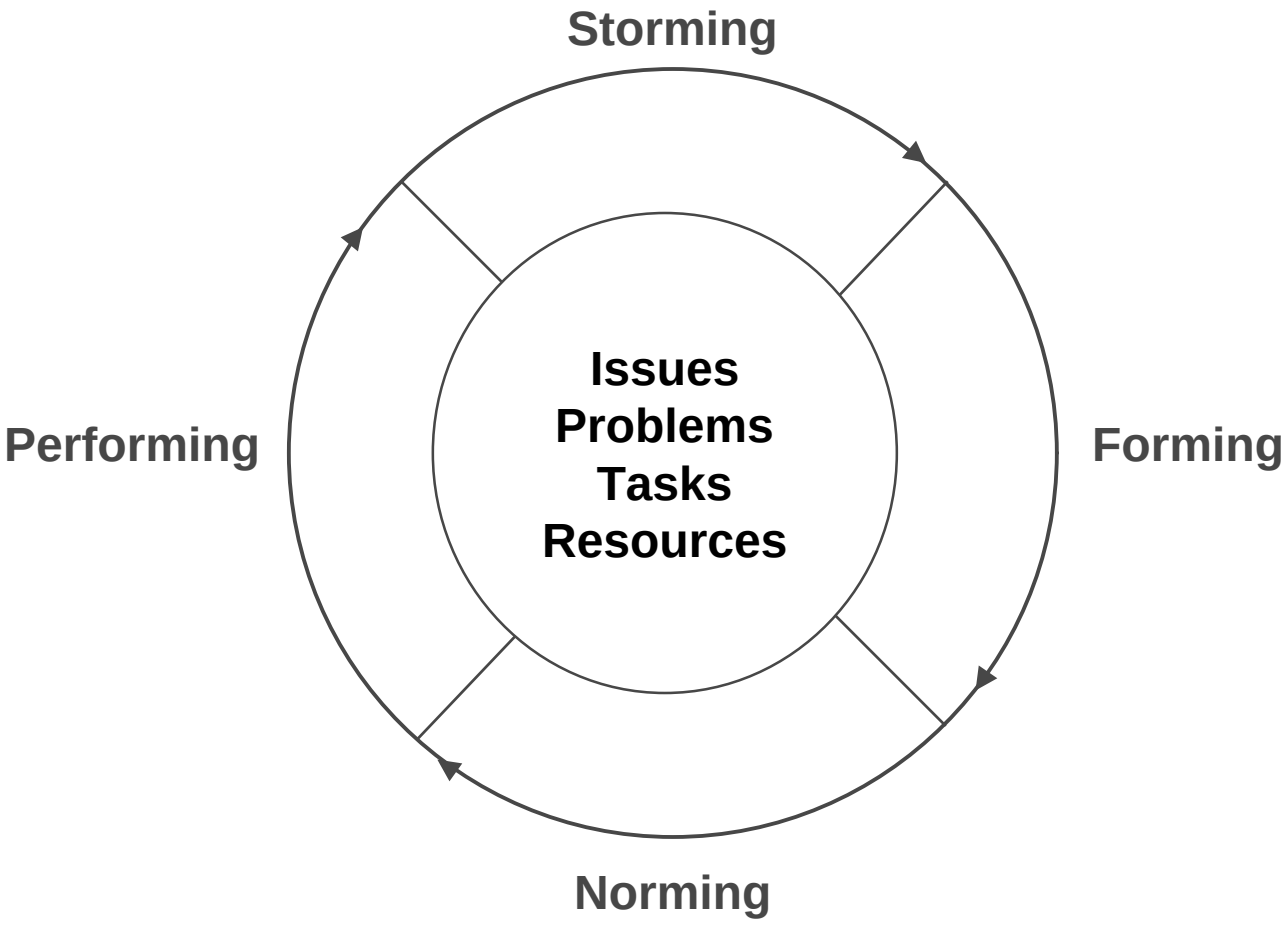
Strategies Should Relate To:

- the substance of the issue
- the desired change--goal of the parent group
- the culture and history of the community & organization
- the perception and organizational composition of the parent group
- the available resources
- the relationship between the supporters and the opposition
- direct action

Barriers to Parent Involvement

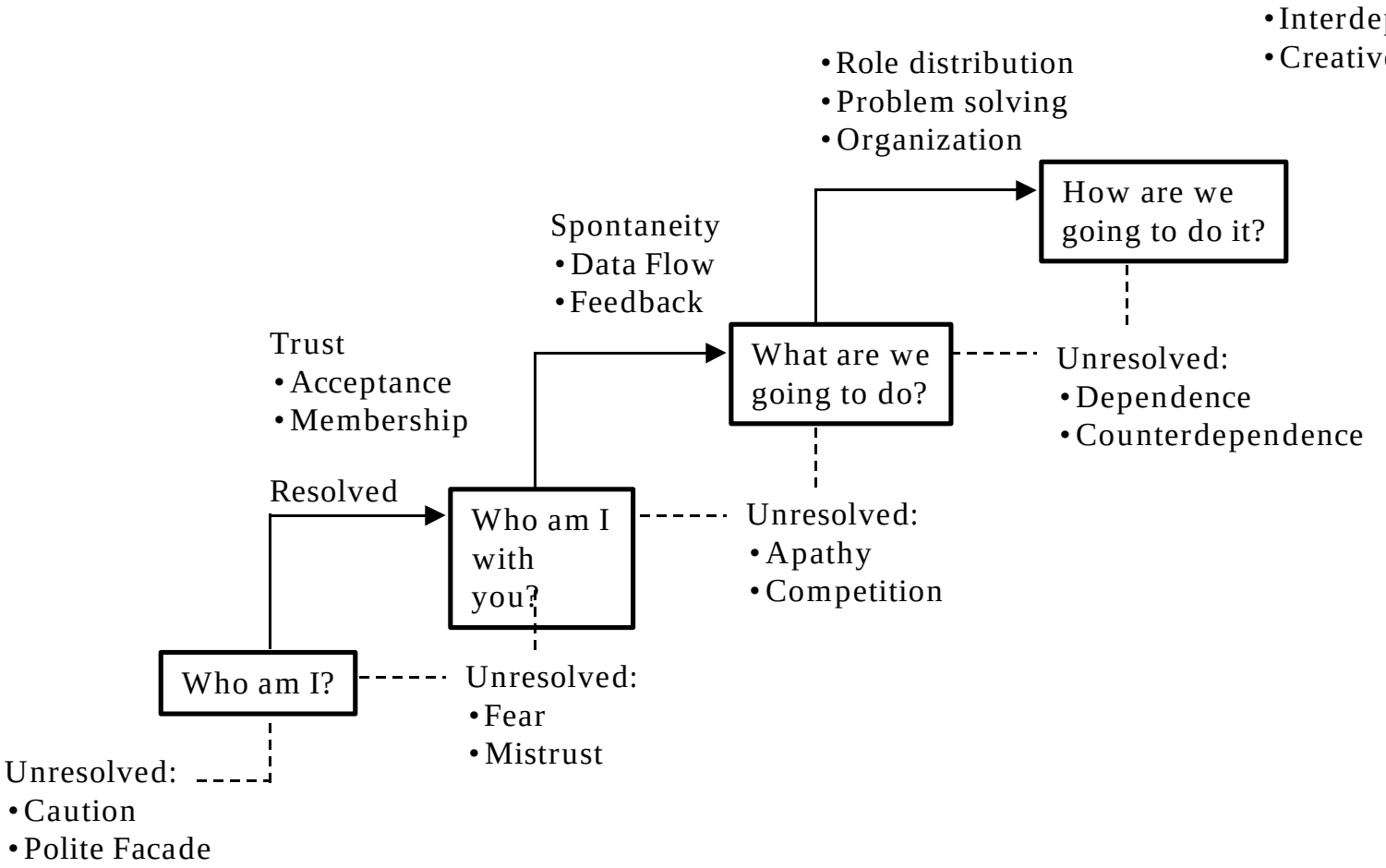
- No one asked them
- Don’t know how to become involved
- Lack of time
- Feel they can’t make a long term commitment
- Uncomfortable with the issue
- Lack of interest in the issue
- Unaware of what they will gain
- Don’t feel needed
- Lack logistical support:
  - child care, transportation
- Feel culturally isolated
  - ethnicity, age, gender, education

Stages of Group Dynamics



Tuckman, 1983

Model of Group Development*



*Gibb, Drexler and Weisbord Model of Group Development

Retaining Parent Involvement

- A Warm and Supportive Environment
- Feeling Involved, Valued, and Empowered
- Having Fun
- A Personal Need Is Being Met
- Opportunity to Establish Friendships
- Opportunity to professionally Network
- Opportunity to Participate at One's Own Comfort Level

HO: 4-1

WORKBOOK

ON

Starting and Maintaining Parent Programs

Parent Issues Case Studies

Parent Issue #1. Billboards:

Clergy from three ethnically diverse inner-city neighborhoods have expressed their outrage over the number of billboards in their communities that advertise liquor, beer, cigarettes, and violent movies. The three religious leaders wrote a letter to the editor of the newspaper calling for the removal of all billboards, in Peabody heights: "The messages these signs present are helping to kill our community, our families, and our children. We want a neighborhood that is free of these harmful messages." Your Parent Group wants to get involved with this issue.

Parent Issue #2. Drug-Free Zones:

At a recent PTA (Parent Teacher Association) meeting, the participants were told about another county's use of designated "Drug-Free Zones" around school buildings and playgrounds as a strategy to crack down on drug dealing/use near children. One PTA parent member expressed interest in this strategy and met informally with her county council member to solicit support for legislation to implement this strategy; the councilwoman, however, was not interested. The lawmaker thought it would be too difficult to pass a Drug-Free Zone bill, too costly to print the Drug-Free Zone signs, and not likely to make any real difference. Your Parent Group wants to get involved with this issue.

Parent Issue #3. Crack Houses:

A few angry parents in a quiet community met a few weekends ago to discuss what they could do to get rid of a crack house on their block. Day after day, night after night, these neighbors lived in fear. They were finding hypodermic needles on their sidewalks, and their children were being robbed, beaten, and solicited for sex by people coming or leaving the crack house. The neighbors want to fight back. Your Parent Group wants to get involved.

Parent Issue #4. The County Fair:

The County Commissioner's biggest contributor who is also the owner of a local brewery, asked the Commissioner for permission to set up a beer garden at this year's County Fair. The businessman promises to give half of all proceeds from the sale of beer to the county's high school athletic programs. Several parents on the Fair's Planning Committee expressed concern that a beer garden would send the wrong message to students. Parents with students in the county high school want to organize in opposition to the lucrative offer.

Facilitator Outline	Facilitator Notes

Objectives

Workshop participants will:

- Develop an understanding of ways to access and develop curricula and other resources for a community.
- Acquire an understanding of simple evaluation techniques and tools that can be used by parent groups to evaluate their work.

Components

A. Resource Development Through Networking **(60 minutes)**

How to find resources to support parent training and other community prevention efforts

Break

B. Evaluation of Parenting Programs **(45 minutes)**

Definition
Three Types of Evaluation
Evaluation Tools

Visuals and handouts:

V:5-1 Definition of Evaluation
V:5-2 Evaluation: An On-going Process
V:5-3 Three Types of Evaluation
V:5-4 Process Evaluation
V:5-5 Outcome Evaluation
V:5-6 Impact Evaluation

HO:5-1 Index Cards
HO:5-2 Evaluation Questions for Case Study
HO:5-3 Workshop Evaluation Questionnaire
HO:5-4 Workshop Reaction Form
HO:5-5 Participant Feedback

Other materials needed:
easels, newsprint, magic markers, masking tape, index cards
Transition

Facilitator Outline	Facilitator Notes
Throughout this training, we have attempted to help you develop the knowledge and skills needed to promote parenting education. The topic of this module is resource development. A comprehensive parenting program enlists the support of the entire community and taps into its pool or resources through networking. In turn, this strategy empowers a program to meet its goals and objectives for substance abuse parenting education	
A. Resource Development through Networking	**(60 minutes)**
1. Networking requires that ability to clearly communicate and if successful, results in on-going communication between members of the parent education group and the large community. Effective networking is reciprocal and widespread throughout the community. All parties share information and ideas.	
Brainstorm the benefits of networking	
Possible responses: Sharing information Reducing duplication of services Facilitating partnerships Increasing resources	
2. Ask: *What are the skills needed to effectively network?* Record on newsprint. For example, one essential skill is the ability to assess what an individual coalition has to offer and what it needs.	
3. Ask participants to share their networking strategies. **Transition:** Networking is an on-going process which we have been doing throughout this training. It is a powerful way for a group to move from talking about collaboration to actually making it happen. Resources can easily be made known so that their issue can be maximized. Each of you in this community brings to this workshop a wealth of knowledge, ideas, and resources. The purpose of the next activity is to allow you the opportunity to network with the goal of obtaining the specific resources you need today to help your organization function at a higher level.	

Facilitator Outline	Facilitator Notes
Networking Exercise	
1. Form new small groups of 8 - 10. *State that it is important to meet new people who you have not yet worked with.*	**(40 minutes)** Completion of cards (5-10 minutes) Exchange of cards (10 minutes) Auction of unmatched cards (20 minutes) Keep the group focused by adhering to these times!
2. Distribute 6 index cards to each participant. Note: business cards can also be used.	
HO:5-1 Hand out Index Cards	
Participants write the following information the first three cards: Front: SHARE at the top. A resource they would be willing to share. Each card should list a different resource. Examples of resources: ■ A video on board development ■ A workshop on planning for retirement Back: Their name printed for legibility.	Materials needed: 6 index cards per participant, and 10 additional index cards for each small group. Remind participants that they have a participant listing of names, addresses, and phone numbers. They can easily make contact with anyone with whom they exchange cards.
Participants write the following information on cards #4,5,6: Front: NEED at the top. A resource they NEED. Each card should list a different resource. Back: Their name printed for legibility.	
Instructions for small groups: ■ Sit in a circle. ■ One person quickly reads one Need card. ■ Everyone who has a Share card which matches that need, quickly gives it to this individual. ■ If a Need card cannot be met, move to the next person who then reads one of his/her Need cards. ■ Continue to repeat this process until everyone has read all of their Need cards. Note: Need cards which were not matched with a resource in the small group setting will be read to the	

Facilitator Outline | **Facilitator Notes**

community later in this module.

Note:

- If a Need card is read and a resource is known but not recorded on a Share card, use a blank index card found in the center of this circle to record this information.
- Do not slow the process by problem solving or telling war stories. Simply try to match available resources with needs. It is important that this exchange of cards takes place as quickly as possible. Time is limited for this activity.

The small group facilitator should collect all unmatched Need cards and return them to the training coordinator. This individual should group similar Need cards together to facilitate the large group activity.

Large group activity:

1. Announce that unfilled Needs from the small groups will now be read to the community and matched, it possible, with an unused Share card. The workshop coordinator or his/her selected facilitator should read off the unmatched Need cards collected from the small groups. Be sure to announce similar needs at one time to facilitate even distribution of resources.

Ask for a show of hands:

- How many people had all of their needs met?
- How many people had two of their needs met?
- How many people got at least one of their needs met?

2. **Summarize:** The networking which you have started during this workshop is a valuable source of resources. Continue networking as often as possible when you return home.

B. Evaluation of Parenting Programs

Drop and discuss V:5-1 Definition of Evaluation **(45 minutes)**

Evaluation is the process of systematically collecting and analyzing data and using them to improve the program. It is ongoing:

Note: Focus on participatory evaluation,

Facilitator Outline	Facilitator Notes
• during the design and development of the program • during the implementation of the program • at the completion of each activity, and • at the end of the program.	design & development issues, decision-making concerns, and importance of using evaluation.
Drop and discuss V:5-2 Evaluation: An On-going Process We sometimes use a circular model to describe how a good evaluation takes place. It shows that evaluation is an ongoing process that provides continued feedback into all stages of the program, and acts to continually improve & modify the program.	Link to focus on which segment of the population - Readiness - Resources
HO:5-2 Evaluation Questions for Case Study Refer back to the case studies used in Module 4. Ask the participants to go back to their small groups and discuss the four questions on HO:5-2 Evaluation Questions for Case Study. Give the small groups 10 minutes to do this exercise. Reconvene the groups and explain that they probably discussed several different types of evaluation in their small groups: process, outcome, and impact.	
Drop and discuss V:5-3 Three Types of Evaluation There are three different types of evaluation that we typically talk about. They are: Process evaluation Outcome evaluation, and Impact evaluation	
Drop and discuss V:5-4 Process Evaluation **Process Evaluation:** Process evaluation describes, measures, and assesses program activities and materials. It documents what was done, when, to whom, and to how many. It answers questions like: What did we do? When? Where? To how many? What did we do well? What do we need to improve?	**Note:** Example: we conducted 5 parent seminars, and had a total of 100 people attending

Facilitator Outline	Facilitator Notes
For example, process evaluation counts the widgets. If we want to lower the substance abuse among teenagers, we know that parent education programs can do that: we plan to conduct six parent education classes of 12 sessions each, send a monthly newsletter to all parents, sponsor three billboards, conduct a symposium on parenting, and put ads in the weekly shopper and weekly radio shows for the year. Process evaluation assesses to make sure that we did all of those things we said in our plan that we would do.	
In V:5-2 process evaluation takes throughout the phases, mostly in phase 5: it records all the details of the activities.	
Drop and discuss V:5-5 Outcome Evaluation	
Outcome Evaluation:	
Outcome evaluation measures and assesses the program achievements and describes the program's immediate effects. It answers questions like; Did the program change the knowledge level, the attitudes, or the behaviors of the participants? Did the program increase the awareness of the issue it was designed to raise in the participants? We sometimes call the factors that we measure "indicators" of the larger problem that we want to attack.	**Note:** Example: of the total number of people attending the parent seminars, 55% self-reported that they have increased their monitoring of their children's behaviors, in a 6-month follow-up telephone interview after the seminars.
For example, in the above case example, if we want to lower the use of substance abuse among teenagers, we know that lack of parent monitoring is a risk factor, and that our parent education program gives parents skills in monitoring, so our outcome evaluation seeks to measure the change in the number of parents in our program who now monitor their children more closely after the parenting program.	
In the graph V:5-2, outcome evaluation results show up in phase 6: measuring the indicators, sometimes called outcome measures.	
Drop and discuss V:5-6 Impact Evaluation	
Impact Evaluation:	
Impact evaluation looks beyond the immediate results to assess and measure longer term effects and impact on the larger community. It seeks to answer the question: Did the parenting program decrease the use of substance abuse among teenagers in our community?	**Note:** Example: Two years after the seminars, plus many more parent activities, the use of alcohol & other drugs was down by 10% in the school district.

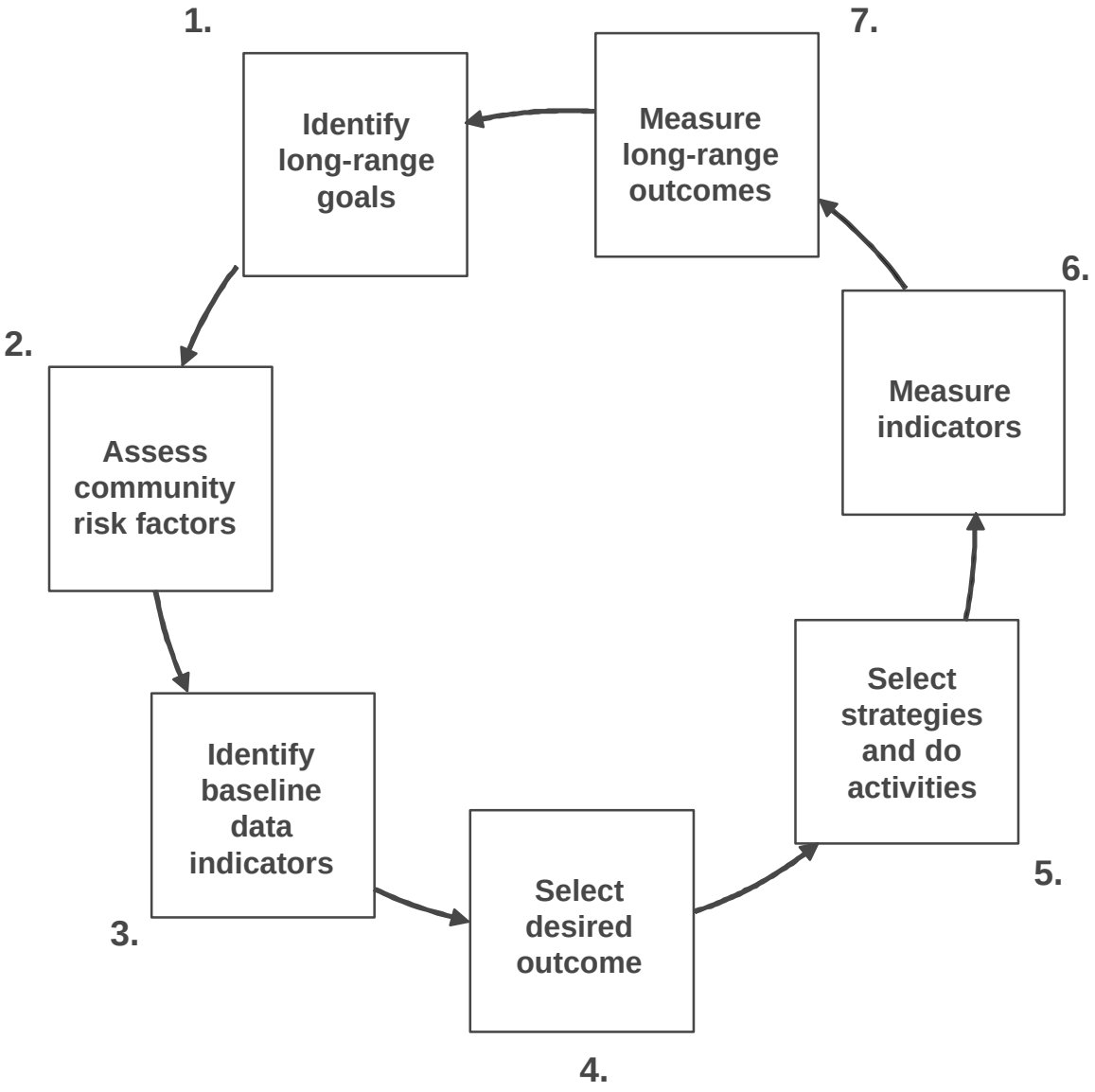
Facilitator Outline	Facilitator Notes
For the purposes of this workshop, we are not going to go into outcome and impact evaluation. We want to share with you three different evaluation forms that you can use in the on-going evaluation process when you are working with parent groups. In the graph V:5-2 impact evaluation results show up in phase 7; measuring long-range outcomes. This measure often is done over a period of years.	**Note:** Discuss the importance of many different strategies in a comprehensive program, over many years, that will show impact evaluation.
We are going to look very briefly at five different evaluation tools, all examining process evaluation.	
The first is a tool to use when starting out and choosing a specific program to use. It can be used to examine key elements of a parenting program, as we discussed in Module 3.	**Note:** CSAP has several monographs on evaluation that expand this subject in great detail, with many examples
The next three are tools to use after an activity or training.	
The fifth is one we may use tomorrow when we talk more about TOTs.	
These three evaluation forms are all in your handouts:	
HO:5-3 Workshop Evaluation Questionnaire **HO:5-4 Workshop Reaction Form** **HO:5-5 Participant Feedback**	**Note:** These are all examples of process evaluation forms.
Pass out each handout and briefly discuss it.	
Break	**(15 minutes)**

Definition of Evaluation

Evaluation is the process of systematically collecting and analyzing data and using them to improve the program. It is ongoing:

- during the design and development of the program,
- during the implementation of the program,
- at the completion of each activity, and
- at the end of the program.

Evaluation: An Ongoing Process



Three Types of Evaluation

- Process evaluation
- Outcome evaluation
- Impact evaluation

Process Evaluation

Process evaluation describes, measures, and assesses program activities and materials.

- what did we do?
- when?
- how?
- to how many?
- what did we do well?
- what do we need to improve?

Outcome Evaluation

Outcome evaluation measures and assesses the program achievements and describes the program's immediate effects.

Did the parenting program change:

- the awareness level,
- the knowledge level,
- the attitudes, or
- the behaviors of the participants?

Impact Evaluation

Impact evaluation looks beyond the immediate results to assess and measure longer term effects and impact on the larger community.

Did the parenting program:

decrease the use of ATOD among teenagers in our community?

Evaluation Questions for Case Study

1. What would be the evaluation issues?

2. What would you have to consider in starting an evaluation process?

3. What would be the indicators to measure?

4. What are the cultural considerations in starting an evaluation plan?

Workshop Evaluation Questionnaire

1. What about the workshop did you like most?:

2. What about the workshop did you like least?

3. What recommendations would you make for future workshops of this type?

Workshop Reaction Form

How satisfied were you with this session?

1	2	3	4	5
very little		somewhat		very much

Because:

The objectives of this session were accomplished

1	2	3	4	5
very little		somewhat		very much

Most valuable was:

Least valuable was:

I would keep:

I would change:

Participant Feedback

By taking a few minutes to complete this form, you will be helping to better evaluate its programs and plan for the future. We welcome whatever information or feedback you can provide. Thank you very much for your help.

Name:_____Location _____Date _____

1. How satisfied were you with the overall program?

1 2 3 4 5 6 7

very little somewhat satisfied very satisfied

2. Was your experience of the program congruent with our description of the program?

1 2 3 4 5 6 7

not very congruent somewhat congruent very congruent

3. To what extent do you think this experience will be useful in your home life?

1 2 3 4 5 6 7

little use at home some use at home Very useful at home

4. To what extent do you think this experience will be useful in your work life?

1 2 3 4 5 6 7

little use at work some use at work Very useful at work

5. What ingredients of the program were most helpful to you?

6. Which elements of the program did you view as least helpful to you?

Facilitator Outline	Facilitator Notes
Objectives	
Workshop participants will:	
■ Identify next steps to continue, enhance, and increase parenting education initiatives in their communities	
Components	
A. Next Steps	**(35 minutes)**
Small group exercise: Design of next steps	
B. Conclusion	**(25 minutes)**
Next Steps	
Pluses and Wishes (for 3-day TOT) Training Evaluation (for 2-day locals)	
Visuals and handouts:	
HO: 6-1 Next Steps for Parenting Programs: Worksheet Evaluation Form	
Other materials needed:	
easels, newsprint, magic markers, masking tape	

Facilitator Outline	Facilitator Notes
A. Small Group Activity - Developing Next Steps/Re-entry Plans	**(35 minutes total: 20 minutes for small group; 15 minutes for report out)**
1. Have participants form small groups of 4 - 5.	
2. Distribute and explain HO:6-1: Next Steps for Parenting Programs: Worksheet *Program/organization name:* *What would you like to do with parenting programming in your prevention efforts as a result of this workshop?* *How will you use them?* *What is your target date?* *What resources do you have to support you?* These may include space, equipment, materials, And human resources. *What additional resources do you need?* *Who is responsible for implementing the different components of this plan?*	
3. Participants complete their individual handouts in the small group. Give participants 10 minutes to do this handout.	
4. Each participant should *briefly* report out to the small group: ■ What they would like to do in their prevention efforts as a result of this training; ■ How they will use the knowledge and skills learned in this workshop; ■ When they expect to begin applying what they have learned.	**Note:** If participants came in teams, they should complete this worksheet in teams. If they came individually, have them share their own plan with the small group.
5. Allow open discussion among the participants to respond to the different plans of action. Encourage participants to share feedback and suggestions. Give participants 10 minutes to do this discussion.	

Facilitator Outline	Facilitator Notes
6. Each small group should report out and briefly explain some of the things the participants and/or teams will do. Take no more than 15 minutes for the report out.	**Note:** Let participants choose a few items from their discussion to share with the group.
7. Remind participants that they have a list of participant addresses and phone numbers. Encourage them to keep a mailing list file and call upon each other for help.	
8. **Summarize:** This "Next Steps" exercise is a mini-version of an Action Plan. It can be used as a planning tool in the creation or improvement of prevention strategies. It allows participants to immediately apply concepts, skills, and techniques learned during this workshop. The time and effort involved lays the foundation for successful prevention programs.	**Note:** Emphasize that the HO:4-1 Workbook can also be used as an outline for Action Plan.
B. Conclusion	**(25 minutes)**
Next Steps:	
Go over any logististical issues that need to be covered before the group disbands. e.g. expense forms, travel arrangements. If the group will reconvene, go over the dates and purposes of future meetings.	
Pluses and Wishes	
1. **Introduction:** This activity is an opportunity to provide feedback to the trainers and participants on the day's activities. Ask the participants to focus on what they feel were the pluses of the day and wishes they may have.	
2. **Post two sheets of newsprint, one labeled Pluses and the other labeled Wishes.** Remind participants of the concept of brainstorming Brainstorming is a process used to quickly identify the thoughts; ideas or responses individuals may have to a specific topic. The rules for brainstorming are simple. Individuals should verbally state their responses to the question. All responses are recorded on newsprint. There should be no comments, clarification, or discussion as the ideas are being recorded. After the list has been completed, the items are clarified and discussed as needed.	

Facilitator Outline	Facilitator Notes
3. Brainstorm participant pluses and wishes for the day.	**Note:** Pluses and wishes on the last day give good feedback to the facilitator for input into the next training.
4. Review and clarify the Wishes list. Repeat the process for the Pluses. An item should be clarified only by the person who presented it.	
5. After completing the review and clarification of items, allow for a brief discussion of the items if necessary.	
6. Thank the participants for their feedback.	
7. End by putting all the chairs in a circle, and, going around the circle, have each person briefly state something they learned in the past two days or give a statement of commitment, including what they are willing to do in the future. They may want to include their commitment from the networking exercise. State at the beginning that people need to feel free to "pass" if they wish.	
Evaluation Form:	
Pass around the evaluation form you have chosen. Ask participants to fill it out and hand it in before they go.	**Note: (To TOT Trainers only):** Explain the process for the next day. Break the participants into their groups. Give them their assignment for the next day. Give them the option of working on their assignment in the evening.
Thank everyone for attending.	
Stand near the door and thank each one personally again for attending.	

Next Steps for Parenting Programs:

Program/organization name:

1. *What would you like to do with parenting programming in your prevention efforts as a result of this workshop?*

2. *Which strategies, knowledge, and skills discussed during this workshop will you incorporate?*

3. *How will you use them? (Strategies, Knowledge, and Skills)*

4. *What is your target date?*

5. *What resources do you have to support you?*

6. *What additional resources do you need?*

7. *Who is responsible for implementing the different components of this plan?*

Day 3

(TOT Only)

Trainer/Facilitator

Presentation & Delivery Training

Trainer/Facilitator Presentation and Delivery Training

Goal: To provide Trainers and Facilitators with an opportunity to explore the qualities and skills needed to prepare and deliver the 2-day course on Parenting IS Prevention.

Objective: Participants will be able to

Understand the importance of planning and preparation prior to successful training and facilitating of the 2-day Parenting IS Prevention course.

Identify key factors for successful team training and group facilitation.

Understand the key learning objectives, module linkages and transitions within the curriculum.

AGENDA

9:00 AM	**Welcome to Day Three** - Overview of Activities and Assignments
9:15 AM	**Introduction to the Experiential Learning Model** - Training Design and Format - Learning Opportunities and Cycles
9:45 AM	**Skills Needed to Deliver this Course** - Small Group Activity - Large Group Discussion
10:30 AM	**Considerations for Preparation and Delivery** - Small Group Discussion
BREAK AS NEEDED	
11:00 AM	**Issues of Delivery** - Small Group Preparation

AGENDA (continued)

12:00 - 12:30 PM	**LUNCH**
12:30 PM	**Teach-backs** *[each group will present for 20 minutes and facilitate a 10 minute feedback dialogue session]* - Large Group Presentation - Dialogue Session: Presentation and Delivery
3:30 PM	**Small Group Individual Feedback** - Presentation Feedback & Discussion - Next Steps
4:00 PM	**Large Group Dialogue** - Trainer Readiness - Consultation with Trainers
4:30 PM	**Evaluation**
5:00 PM	**Closure**

Train-the-Trainers: Feedback Guidelines

	Effectiveness Scale (Circle One) Low				High	Notes
Introducing Training Experience						
▪ Generates enthusiasm and interest	1	2	3	4	5	
▪ Gives clear instructions	1	2	3	4	5	
▪ Checks for questions	1	2	3	4	5	
▪ Good use of visual reports	1	2	3	4	5	
Lecturettes						
▪ Good organization of materials and environment	1	2	3	4	5	
▪ Comfort with standing before the group	1	2	3	4	5	
▪ Speaking slowly, clearly and loud enough	1	2	3	4	5	
▪ Appropriate modulation of voice	1	2	3	4	5	
▪ Effective use of visual supports	1	2	3	4	5	
▪ Good eye control	1	2	3	4	5	
Group Discussions						
▪ Encouraging questions and feedback	1	2	3	4	5	
▪ Encouraging full participation	1	2	3	4	5	
▪ Paraphrasing to enhance clarity	1	2	3	4	5	
▪ Enthusiasm for topic	1	2	3	4	5	
▪ Comfort with silences	1	2	3	4	5	
▪ Good eye contact	1	2	3	4	5	

Other Comments:

Training/Trainers Feedback Evaluation Form

	Not at All				Very Much	Not Relevant
1. Goals/Objectives						
▪ Relevant to participants	1	2	3	4	5	NR
▪ Suitable for time frame	1	2	3	4	5	NR
▪ Comments:						
2. Design						
▪ Activities well suited to objectives	1	2	3	4	5	NR
▪ Activities interesting, varied, sequenced appropriately	1	2	3	4	5	NR
▪ Comments:						
3. Content						
▪ Presenter knew content or used resources to provide it	1	2	3	4	5	NR
▪ Comments:						
4. Process						
Presenter _____						
▪ Used goods presentation skills	1	2	3	4	5	NR
▪ Used good facilitation in large and small groups (direction, discussion, organization, content)	1	2	3	4	5	NR

▪ Other	1	2	3	4	5	NR
▪ Comments:						

Presenter _____

▪ Used goods presentation skills	1	2	3	4	5	NR
▪ Used good facilitation in large and small groups (direction, discussion, organization, content)	1	2	3	4	5	NR
▪ Other	1	2	3	4	5	NR
▪ Comments:						

Presenter _____

▪ Used goods presentation skills	1	2	3	4	5	NR
▪ Used good facilitation in large and small groups (direction, discussion, organization, content)	1	2	3	4	5	NR
▪ Other	1	2	3	4	5	NR
▪ Comments:						

Training of Trainers
Journal Guidelines for Presenters

- What happened? What did I (we) do?

- How did I feel about it?

- What did I learn?

- What do I want to do differently?

- What do I want to reinforce?

- Based on what I experienced today, my strengths as a “deliverer” of training are:

- Based on what I experienced today, areas I need to improve are:

- How can others help me “improve”? Who?

Training Team Considerations

The workshop is most effective when the training team is able to model diversity principles and behaviors. Some of the principles and behaviors are listed below.

1. Culturally Diverse Training Teams

   The team should be culturally diverse and reflective of the demographic makeup of the audience. It is important for audience members to see and experience trainers who look like them because it increases their level of comfort with the topic and supports risk taking.

2. Alternative Leadership

   The training team should be intentional about conducting the training in a way that allows for those who are not traditional leaders to take on those roles. For example: a woman or a person of color opening the workshop might be an alternative to the people we usually see in that role.

3. Trainer Assignments

   All team members should have balanced training assignments. No one person should be responsible for all of the lectures, while another instructs only games and simulations. It is important for the trainers' professional development and the participants learning to see all of the trainers in a variety of roles.

4. Team Building

   Team building is important if trainers are to work effectively as a group. This does not just happen; trainers must be allowed time for team building sessions. The sessions may occur on prep days or a special time may be set aside periodically for team building.

5. Multicultural Development

   It is impossible to put everything that trainers need to conduct the workshop and answer participant questions in the curriculum. Therefore, it is imperative that trainers read related articles and books, participate in multicultural activities, and share resources. Individual and team multicultural development should be a priority and it should be ongoing.

Tips for Trainers

Listed below are "Tips for Diversity Training" that were adapted from *50 Activities for Managing Cultural Diversity*, by Terri Dickson-Jones.

1 . Read all of the training modules and learn to lead discussions and summarize the points you wish to make for each of them.

2. No amount of planning is a substitute for practice. Rehearse with friends and family ahead of time, if you can, or in front of a mirror.

3. Supplement the training by adding examples that reflect specific policies and objectives of your organization. Among those practices that you may wish to address are employment application and screening, community involvement, and recruitment.

4. Avoid trying to cram too much into a short period. If discussion is lively, consider condensing another module rather than cutting a rich important discussion.

5. Don't be afraid to hear some grumbling. Venting is necessary to clear the air and enable participants to move on to more productive behavior. Grumbling should not overtake a session or go unaddressed. Hear the gripes, summarize them, and move—this is the best practice.

6. If the group becomes argumentative, try words to this effect: "Wow, I'm glad to see so much energy in this room, and a lot of ideas and opinions being expressed. This is what diversity is all about. I want us to make sure we're not all talking at once, so I'm going to ask us to speak one at a time until all ideas are heard. That's going to help us all understand each other better." Further, you may try having people with divergent points of view express each other's side, to make sure the views are heard.

7. Keep the group on task. To avoid tendencies toward rambling and preachy speechmaking by participants, suggest that they center their comments on how they learn and how to apply their learning in the workplace.

8. Avoid taking sides. Consider yourself a facilitator of the discussions. Your role is to make sure each side is heard. Taking sides will suggest that you are biased and may damage your credibility as a trainer. Step into the role of a resource person when needed.

9. Don't let your opinion dominate a discussion. Participants will learn from each other's contributions to the discussion. Reserve your views until all sides have been heard so as not to influence the learning. If the group wants to hear your opinion, state it; emphasize that it

is your opinion; state why you think as you do; point out that there are many opinions and return to your facilitator role.

10. Encourage reluctant participants. Recognize that people need different ways to contribute. Some are more comfortable in a small group setting, others in a large group, and others in pairs or working alone.

11. Avoid too much lecturing, opting instead to raise and illuminate issues, letting the group offer perspectives though discussion. People generally feel better about training when they have taken an active part.

12. Avoid having people sit all day. When possible, use seating that can be easily arranged into different formats: circle, large group, small group, standing around an easel, etc.

13. Become comfortable with silence. Allow people appropriate time for thoughtful responses. Don't be intimidated by periods of silence when people need to think. Don't feel that you have to jump in and answer questions for them.

14. Encourage people to "try new behaviors." If a few people are dominating the discussion while others are silent, suggest that they allow someone different to answer each time. You will benefit from the input of reactionary people mixed with the analysis of deep thinkers.

15. Make sure the schedule allows some time for informal conversation among participants and with you. This can be accomplished during breaks.

16. Be present. It is important for all members of the training team to be present for the entire 2 days. Team members must be present and supportive of each other. This, too, is a part of the multicultural modeling that is so important to the outcome of the workshop.

17. Don't get bogged down with technical questions about which no one in the room has expertise. Provide information, if you have it, or promise that it will be provided later and follow up.

18. Encourage the group with comments such as "good job," "excellent point," and "that's not a bad idea," to improve the confidence and willingness of your group to participate.

19. Help a group that becomes "stuck." Don't let an activity be a source of frustration. Make a suggestion, or refer them to other sources.

20. Provide a comfortable, open form to help participants fulfill their own objectives. Avoid leaving the impression that the training is being done "to" them.

21. Show concern and respect for the feelings of all participants, including those who are reluctant, cynical, ill-informed, or skeptical. Avoid singling out or becoming argumentative with any individual.

22. Allow contrary views to be expressed. Address them by inviting other views if you sense a strong difference of opinion. If participants are reluctant to state an unpopular view, state that view hypothetically, as in: "I could envision how someone might feel... Could that be a possibility?"

23. Avoid giving "right" or "wrong" answers, opting instead to probe for understanding.

24. Make sure that all audiovisual equipment and handout materials are in order. Have sufficient copies prepared ahead of time, based on your anticipated number of participants.

25. Have fun and be yourself.

Facilitator Reference List of Suggestions for Preparing to Facilitate

Possible answers include such things as:

- Identifying the task(s) of the group
- Identifying goals, objectives, and outcomes
- Gathering information about who the audience is
- Mentally walking through the group process
- Anticipating specific events
- Anticipating decisions that may need to be made
- Organizing information
- Reviewing characteristics of stages of group development
- How will group be initiated (e.g., small group, large group, what questions to ask, figuring out what the instructions are and how they will be communicated [(verbally, written, etc.])
- Identify and communicate the purpose of doing the task and the how of the task (e.g., why break into small groups or do other activities)
- Using a systems framework, e.g., how and why to blend context, relationship, and skill-building
- Review historical events with this group or other groups (e.g., videos, experiences) to improve personal performance and to anticipate what might happen in the group
- Timing, e.g., how much time it will take to do different pieces
- Where: meeting space, where do I want to be in the room, set up
- Shared leadership as a goal
- Personal piece: be physically, mentally, spiritually balanced and ready, e.g., eat well, sleep, etc.
- Creating an agenda and being flexible to accommodate free-flowing discussion

Facilitator Reference List of Suggestions for Preparing to Facilitate (continued)

- Mentally recording the ideas, concepts, steps, solutions that the group comes up with on its way to completing its mission so that the facilitator knows what is happening and why
- Identifying roles
- Establish time boundaries (how long will the group last?)
- Knowledge of own strengths and weaknesses (in terms of skills): observation, feedback, asking clarifying questions, interventions, sharing leadership, assessing group and individual behavior, making decisions about techniques to use to process activities, experience of what works and what doesn't work, listening to what is said and not said, assessing group dynamics, guiding group to stay focused on task, etc.

Guidelines for Setting up an Effective Role Play

This is an instruction sheet for how to set up a scenario to make best use of the learning experience. In keeping with the assumption that we are all here to enhance existing skills, we ask that you use the following guidelines to help structure the role play.

- **Each member of your small group is a role player**

  Assign roles to the members of your small group. Individuals in your small group will focus on role playing the scenario you all chose.

- **Clearly define roles**

  When developing roles, be sure to provide enough information about each "character" so that the person role playing can assume a realistic persona. For example, if only one person is to be disruptive, make that clear to that person. Also be sure to create roles that will provide some variation in the characters so that you will be sure to have an opportunity to practice the skill(s) you identified you want to enhance. Though it is important to provide some structure to the "players," be flexible enough to allow each person to naturally assume the role once you have given some guidance.

  For example, clearly define who you are, what you do, the attitude of your "character," and how you feel about the situation in which you are involved.

  You may want to write a "crib card" with key aspects of the role for each character.

- **Ask for one to two facilitator(s) from the large group**

  Facilitators will be given information they need to facilitate the scenario. It is not the task of the small groups to make the facilitator's job impossible. The role plays are meant to help build skills, not set people up for failure.

  "Crib cards" are available for each skill area. Ask staff facilitators if you would like one.

  When sharing the role of facilitator, it is usually a good idea to strategically plan how you want to facilitate, given the amount of time allotted, the setting, and the issues of the group with which you will be working (e.g. How will you communicate to each other when you need some help? Will it work for everyone to be practicing their skills simultaneously? etc.). Be clear with each other about the skills each person wants to practice so you don't get your own roles confused.

- **Cultural considerations**

  Are there any specific cultural considerations that need to be addressed? What are they? For example, the culture of a group from one community may differ from that of another. What can you do to ensure these issues are taken care of?

- **Do not overplay roles**

- **Pay attention to "details"**

  Set the room up in a way that you think will be conducive to the work of your group. If props or supplies are needed to help make the role play as realistic as possible, be sure to have those on hand.

- **Facilitators focus on practicing the skill they want to learn**

  The purpose of learning events like this one is to practice in an environment where you can get input, feedback, and alternatives from your peers/colleagues that can help you be more effective in your job. To maximize your opportunities for practicing and getting feedback, focus on the one or two skills you would like to enhance, and practice them while facilitating the scenario. Remember that any group member can use the stop action technique at any time.

- **Use stop action technique to maximize learning**

  The stop action technique can be used by any group member at any time to stop the learning process and make observations, get suggestions from others, or get help. It is a strategy to help "teach" as you practice.