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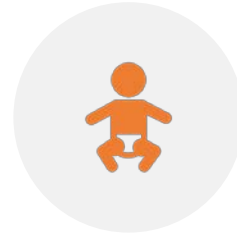
Story of Me

Story of We

Story of Now

**What Prevention is
happening where
you live/ work?**

Family Focused (Centered) Prevention Programs



TARGET A CHILD'S
DEVELOPMENTAL STATE



INVOLVE EFFECTIVE
PARENTING SKILLS



CAN IMPROVE PARENT-
CHILD COMMUNICATION
AND RELATIONSHIPS

“Effective parenting is the most powerful way to reduce adolescent problem behaviors.”

(Kumpfer and Alvarado 2003)

Family Prevention

- Serve Parents/Caregivers (or 2+ generations)
- Spotlight: [Strengthening Families Program for Parents and Youth 10-14](#)

Strengthening
Families
Program
For Parents and
Youth 10-14

- A parent, youth, and family skills-building curriculum designed to:
 - Strengthen parenting skills
 - Build family strengths
 - Prevent teen substance abuse and other behavior problems

Youth Risk and Protective Factors addressed by SFP 10-14

Risk Factors

- Aggressive or withdrawn behavior
- Negative peer influence
- Poor school performance
- Lack of prosocial goals
- Poor relationship with parents

Protective Factors

- Positive future orientation
- Peer pressure resistance skills
- Prosocial peer relationships
- Positive management of emotions
- Empathy with parents

Parental Risk
and Protective
factors
addressed by
SFP 10-14

Risk Factors

- Demanding and rejecting behavior
- Poor child management
- Harsh and inappropriate discipline
- Poor communication of family rules

Protective Factors

- Positive parent-child affect
- Supportive family involvement
- Age-appropriate expectations
- Appropriate parental monitoring
- Clear expectations regarding substance use

Evidence Based

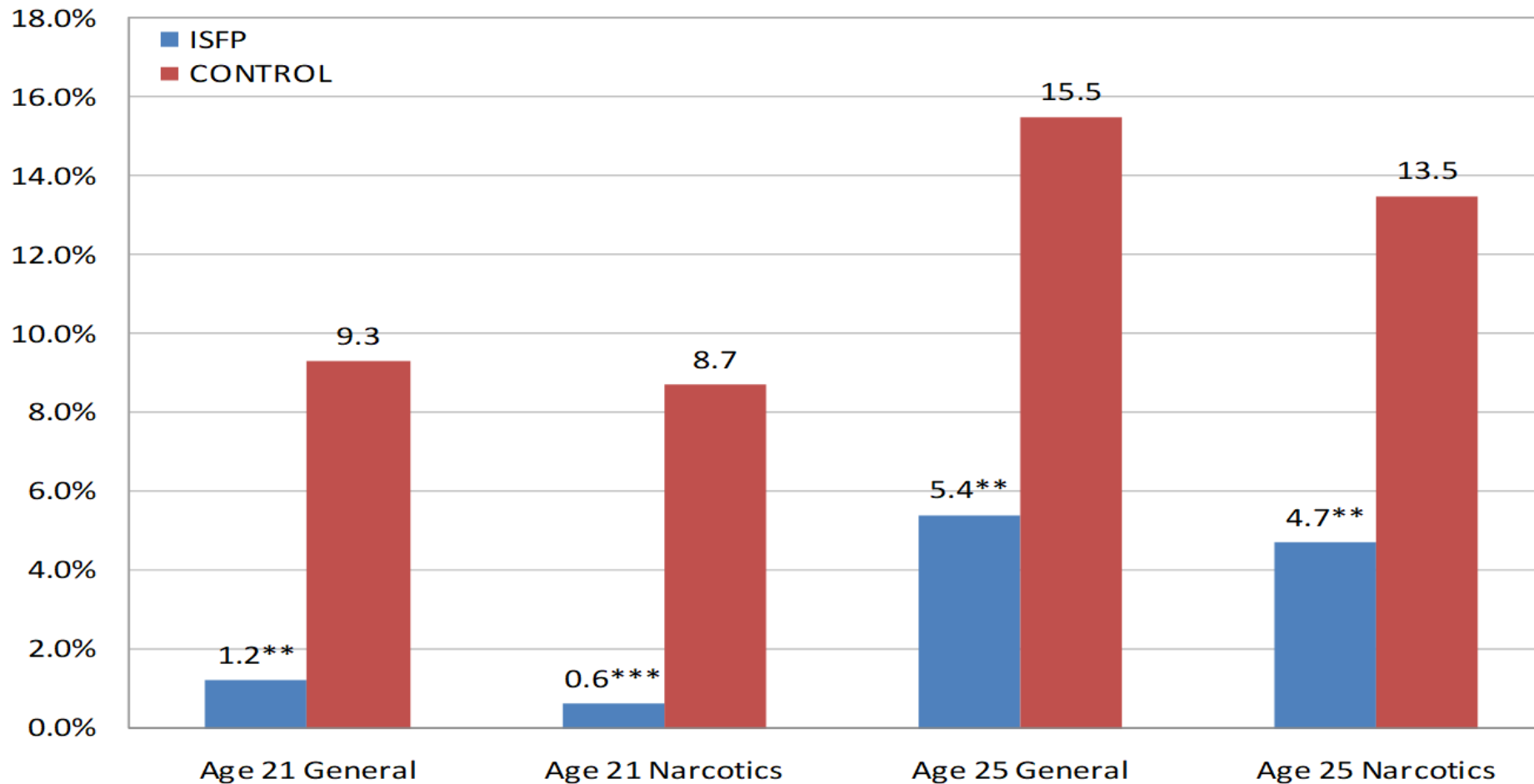
- Office of Juvenile Justice and Delinquency Prevention
- Substance Abuse in Mental Health Services Administration
- Center for Substance Abuse Prevention
- 4-H Program of Distinction
- National Institute on Drug Abuse
- US Department of Education

Awards:

- Annie E. Casey Foundation
Family Strengthening Award

Iowa Strengthening Families 10-14

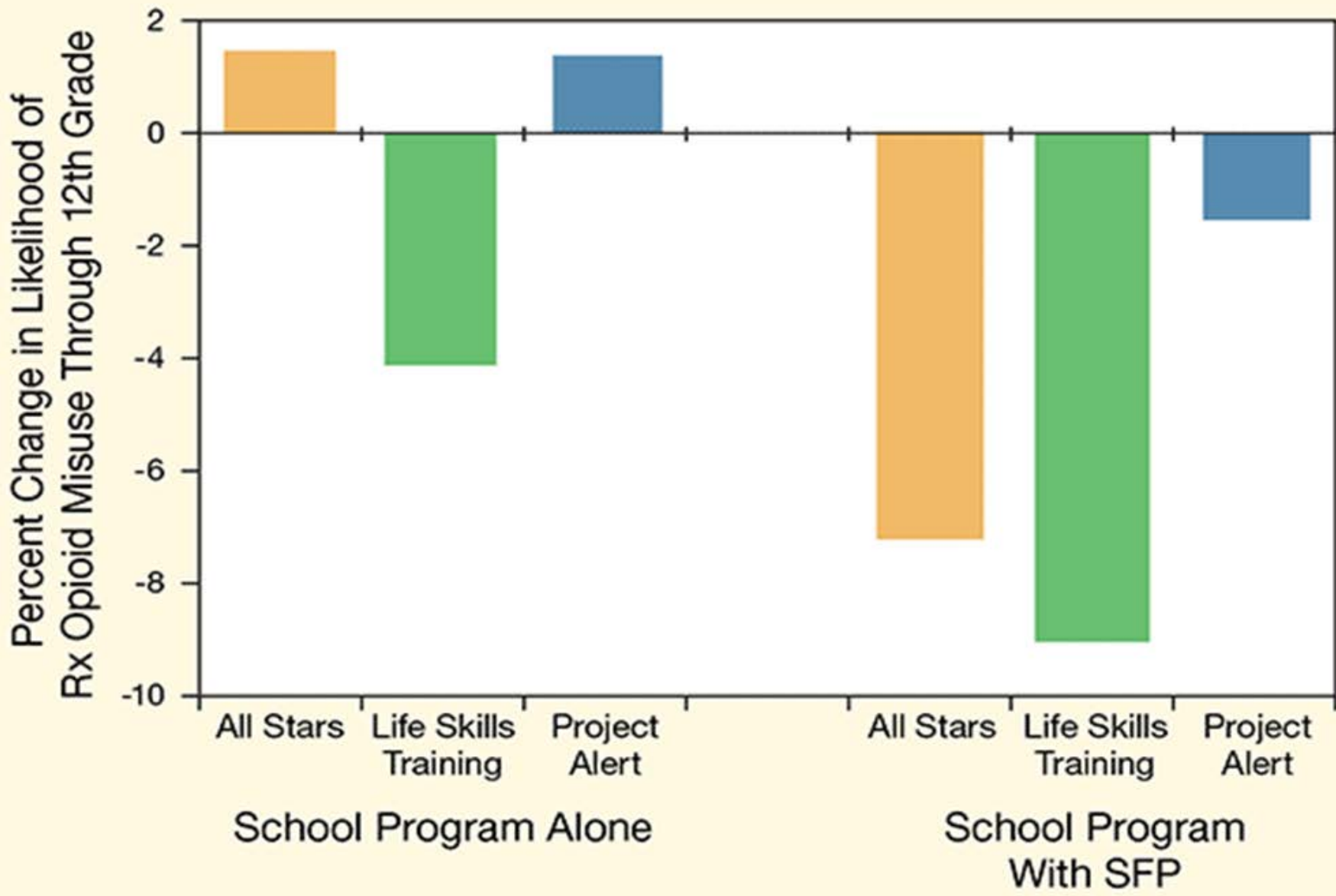
Young Adult Outcomes Lifetime Prescription Drug Misuse



p<.01; *p<.001; RRRs = 65-93%

Sources: Spoth, Trudeau, Shin, et al. (2013). Longitudinal effects of universal preventive intervention on prescription drug misuse: Three RCTs with late adolescents and young adults. *American Journal of Public Health*, 103, 665-672. Also see Spoth, Trudeau, Shin & Redmond (2008). Long-term effects of universal preventive interventions on prescription drug misuse. *Addiction*, 103(7), 1160-1168.

Notes: General=Misuse of narcotics or CNS depressants or stimulants.





How it works:

<https://www.youtube.com/watch?v=EqJY6ARt0dc&t=25s>

Trained Facilitators (3 day training, stipend vs volunteer)

Community Partners (schools faith communities, YSO's)

Supplies Iowa State DVD, Posters, Curriculum / Manual + list of supplies



How one community implemented Spanish Language SFP 10-14

Familias Fuertas

<https://www.youtube.com/watch?v=LMC0grnyGM>



Program Format

- Developed for parents and youth 10-14
- Designed for 7-10 families
- Seven two-hour sessions with graduation
- Four Booster Sessions may be held 3-12 months later

Session Format

- First Hour
 - Parent Group
 - Youth Group
- Second Hour
 - Parents and youth together in family session
- Facilitators
 - 1 for parent sessions
 - 2 for youth sessions
 - All 3 facilitate the family session



How to get it?

- Where SFP has been? (In Oregon, Washington, [Iowa State site](#))
- Elsewhere in the region?
- www.extension.iastate.edu/sfp10-14/

Checklist: Things I Do Well As a Parent/Caregiver



1. Pass out **Things I Do Well As a Parent/Caregiver** worksheet, and ask parents/caregivers to circle the number that says how much or how often they do each thing. Tell them that no one will see what they mark and encourage them to answer honestly for their own use.
2. Remind them that all of us do some things well, and we could improve on some things.
3. Read each item out loud, one at a time, adding explanation as needed. (See script below and read as scripted.) Have participants circle their answer after each explanation you read. Add additional explanation if there are questions.

Activity Checklist

Script for **Things I Do Well As A Parent/Caregiver**

1. **Wait to deal with problems until I have cooled down.**
Circle "1" if you don't wait until you've cooled down, "2" if you do it sometimes, and "3" if you do it often.

2. **Say, "I love you."**
Do you tell your youth you love them "seldom," "sometimes," or "often"?

3. **Help my youth understand what the rules are.**
Do you explain what your rules are?

4. **Spend fun time together as a family.**
How often do you spend time having fun together?

5. **Let my youth know what the consequences are for breaking rules.**
How often do you tell your youth what the consequences or penalties will be if he or she does something wrong?

ON SCREEN

*Things I Do Well
As a Parent*

8:00



Remember to read
as scripted.



Things I Do Well As a Parent/Caregiver

Circle the number showing how often you do the following things with your youth:

	seldom	sometimes	often
1. Wait to deal with problems until I have cooled down.	1	2	3
2. Say "I love you."	1	2	3
3. Help my youth understand what the rules are.	1	2	3
4. Spend fun time together as a family.	1	2	3
5. Let my youth know what the consequences are for breaking rules.	1	2	3
6. Give compliments and special rewards when my youth follows the rules.	1	2	3
7. Follow through with consequences each time he or she breaks a rule.	1	2	3
8. Give hugs.	1	2	3
9. Attend parent-teacher conferences at school.	1	2	3
10. Go to see my youth in sports, music, or other activities.	1	2	3
11. Explain how chores should be done and when they must be finished.	1	2	3
12. Spend special time one-on-one with my youth.	1	2	3
13. Let my youth know the reason for the rules we have.	1	2	3
14. Be supportive of my youth when he or she is upset.	1	2	3
15. Have regular times for homework.	1	2	3
16. Let my youth know I am proud when he or she accomplishes something hard.	1	2	3
17. Work together with my youth to solve problems that come up at home.	1	2	3
18. Try to see things from my youth's point of view.	1	2	3
19. Let my youth know what I expect regarding alcohol, tobacco, and drug use.	1	2	3
20. Help my youth figure out how to deal with a difficult situation with friends or at school.	1	2	3

_____ = Limits

_____ = Love

Why Parents/Caregivers Are Stressed

1. The purpose of this activity is to help youth see that there are reasons that their parents/caregivers may, at times, be stressed or upset.
2. Remind the youth that before the game they talked about things that are hard about being a parent/caregiver. Tell them when parents/caregivers are upset or frustrated at home, it may be due to some of those stresses. Tell the youth that in the parent sessions, parents/caregivers are learning to see things from their youth's point of view and that it will also help parents/caregivers and youth get along if youth learn to see things from parents/caregivers' point of view.



3. As both facilitators are posting the sheets of **Concerns of Parents/Caregivers**, read aloud what each sheet says so that the youth follow along and see where each sheet is posted. Post them in a row on the wall or other surface.
4. Have the youth draw cards from a stack of **Things Your Parent/Caregiver Does or Says**. Ask them to think about what might be causing a parent/caregiver to do or say the thing on their card. Then each person is to choose one of the posted **Concerns of Parents/Caregivers** sheets and stand by the one they have chosen. More than one person can stand by a sheet.
5. Next, have each person read his/her card of **Things Your Parent/Caregiver Does or Says** aloud and say why she/he chose that concern.



6. Have the youth sit down and ask the following questions:
 - What did you learn about why parents/caregivers might do or say what they do?
 - What did you learn about getting along with parents/caregivers?

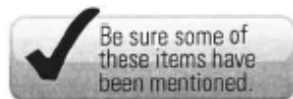


Listening Game

1. Tell families that they will play a game in which they can practice good communication. Compose groups as shown to the right.



2. Ask the group to name different kinds of feeling words and write them down on a flip chart.



- Mad
- Hurt
- Disappointed
- Worried
- Excited
- Frustrated
- Scared
- Proud
- Embarrassed
- Upset
- Sad
- Happy

3. Tell the group that they are going to practice joint problem solving that has both parents/caregivers and kids working on solutions to problems; but, first, both sides need to be able to really listen to the other side without becoming defensive.

They are going to get some practice in showing that they really heard what the other person was saying. Before they try this active listening, the facilitators are going to give a couple of demonstrations.

First example:

Facilitator 1:

"I really had to rush around to get here on time tonight. I had to stay late at work and I had to get Susan to play practice. I was afraid that I'd be walking in late."

Facilitator 2 (listener):

"Sounds like you were really rushed with late work and your daughter's practice. You were worried about being late."

Group Composition	Parents/caregivers and youth pairs (from the same family)
10-12 participants, if there is more than one parent, or more than one child in a family, they become the audience	



Family tree activity (adapted tribal strengths canoe for Coast Salish tribes) helps parents and youth come together and see their strengths as family

Logistics

Location

A school, house of faith, or community center are appropriate locations. At least two rooms (one for youth and one for parents) are required for each session, with family sessions taking place in the larger of the two rooms.

Scheduling

- Groups of 6-8 families (will want to recruit 10+)
- Seven Consecutive weeks

Planning

Program planning and family recruitment should begin at least two months prior to the seven week program.

Train Recruit Facilitators Recruit Families

•Attendance Incentives

- Providing meals Free child care Transportation
- Other incentives

Remember -- incentives only work when participants know about them ahead of time!

Why should we invest in prevention?

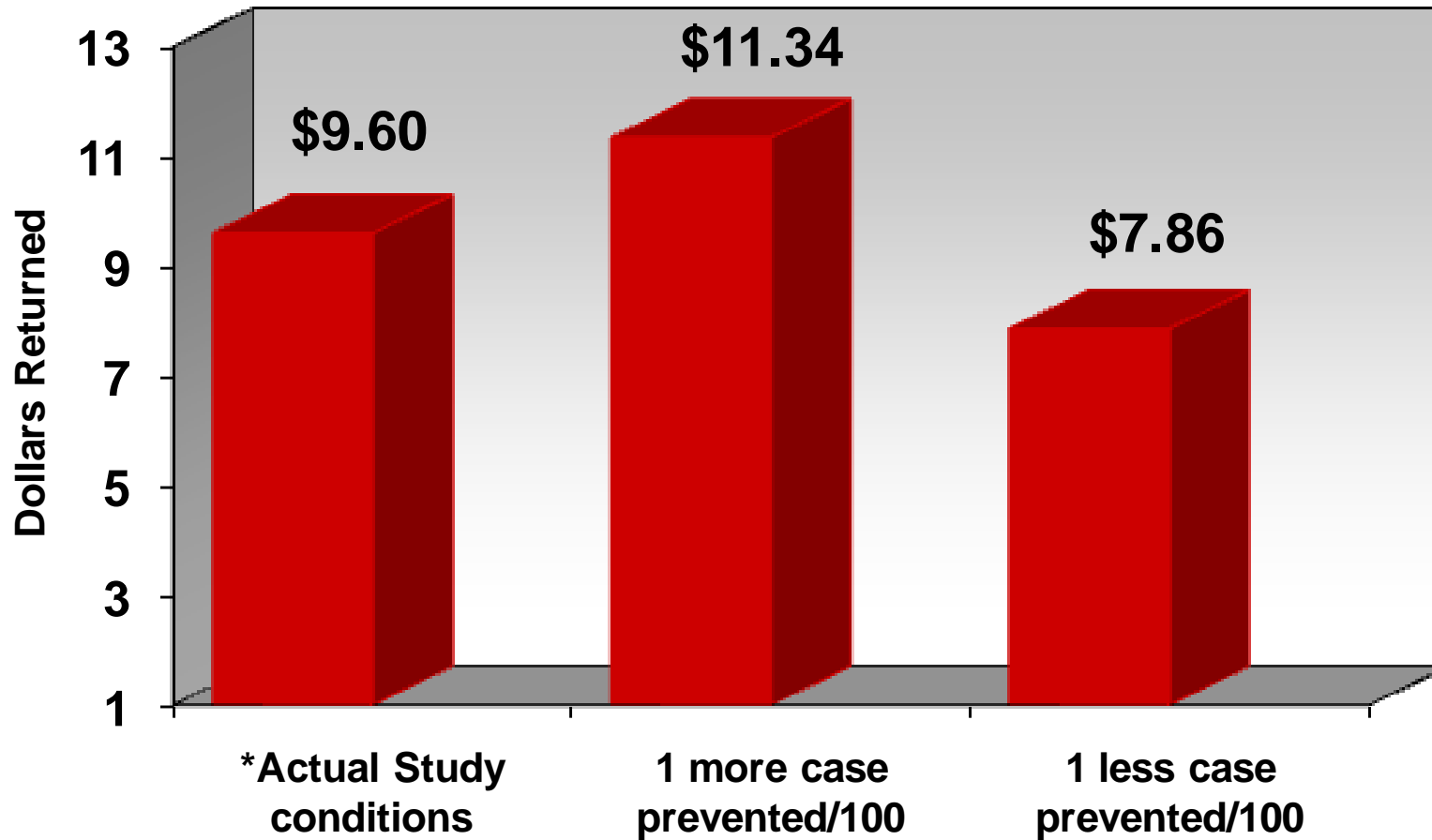
ECONOMICS

- *"An ounce of prevention is worth a pound of cure."* It is better to prevent a problem, rather than waiting to deal with the aftermath.

Upstream:

Benefit Cost Analysis

Partnership-Based Strengthening Families Program: Benefit-Cost Ratios Under Different Assumptions



Source: Spoth, Guyll, & Day (2002). Universal family-focused interventions in alcohol-use disorder prevention: Cost-effectiveness and cost-benefit analyses of two interventions. *Journal of Studies on Alcohol*, 63, 219-228.

ROI for Every \$1 spent = \$3.43 (WA state institute for Public Policy August 2018)

Possible funding opportunities include:

- Department of Education grants
- National Institutes of Health
- SAMHSA (Substance Abuse and Mental Health Services Administration)
- Office of Juvenile Justice and Delinquency Prevention (OJJDP)
- United Way
- Local Civic/Service Organizations
- Various Prevention Funds – alcohol, tobacco, gambling, or substance abuse
- Empowerment Funds
- Youth Development
- Department of Health and Human Services
- State Block Grants

Funding Planning

- Perception of the Community Need
- Understanding and addressing R&P factors is part of the planning process
- Prevention strategies to directly or indirectly affect the factors
- Evaluate the ongoing effects of the prevention
- Ability to identify Best Practices
- Invest in the factors which can be affected / changed.

Expanding the reach of Family focused prevention efforts

Barriers?

Cultural Adaptations vs Fidelity

What is working?

references

Iowa State University

NIDA National institute on Drug abuse Drugabuse.gov

Small Huser Family Based Prevention Programs Uwisc Extension Family-Based Prevention Programs Stephen A. Small¹ and Mary Huser² ¹ Department of Human Development and Family Studies, University of Wisconsin-Madison/ Extension, Madison, WI, USA ² Family Living Programs, University of Wisconsin-Extension, Madison, WI, USA

NIDA. (2019, June 27). The Importance of Prevention in Addressing the Opioid Crisis. Retrieved from <https://www.drugabuse.gov/about-nida/noras-blog/2019/06/importance-prevention-in-addressing-opioid-crisis> on 2019, July 19

Uw- Extension Family Living Door County (University of Wisconsin)

Washington State healthy Youth Survey

Penn State

CDC

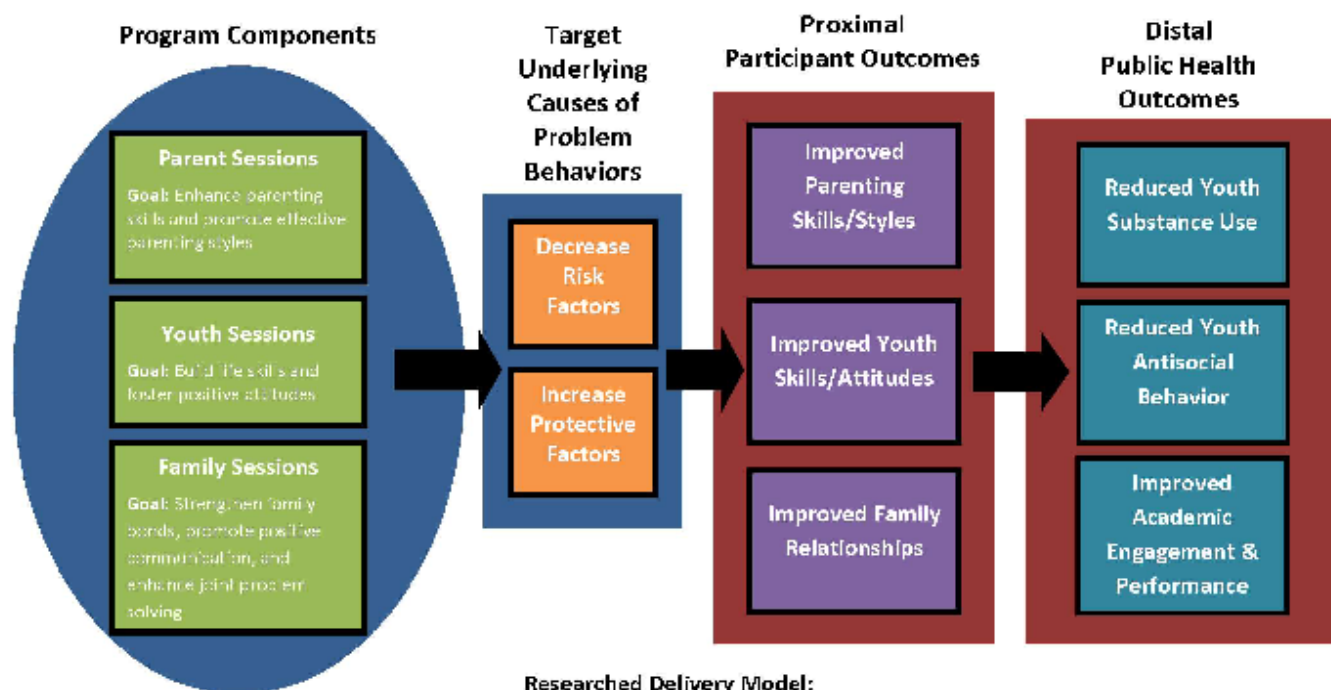
NIH

PTTC

Strengthening Families Program: For Parents and Youth 10-14 (ISFP or SFP 10-14)

The original version of this program was developed through Project Family by the Social and Behavioral Research Center for Mental Health at Iowa State University.

Logic Model created by the Evidence-based Prevention and Intervention Support Center (EPISCenter) at the Pennsylvania State University



- targets youth ages 10 to 14 and their caregivers
- goal of serving 10 families per program
- delivered once weekly for 7 weeks
- a scripted curriculum with interactive video instruction
- led by three facilitators
- parent and youth sessions run concurrently followed by a joint family session for approximately two hours of instruction
- a family meal is recommended prior to program delivery to promote bonding and facilitator modeling

\$\$ It has been shown that for every dollar spent on implementation of SFP 10-14, there is a return of up to \$9.60 and a cost benefit of \$5,923 per youth. \$\$

Iowa State University, Institute for Sexual & Behavioral Research. Spoth, R., Stigler, M., & Day, S. (2002)