



Good Morning: As you come in--

Write a successful parent recruitment strategy on a Post-it note and post it on the wall. Introduce yourself to a few folks around you tell them your parent recruitment tip.



Blueprints
for Violence Prevention

Recruiting Parents into Blueprint Model Parenting Programs: What We've Learned and Lessons from the Field.



Workshop Goal

- Explore what we know from research and practice evidence about participation in evidence based parenting programs.
 - Kevin Haggerty, Social Development Research Group, UW
 - Lyn Skillington & Barb Dikum, Unified Family Services Systems, Bedford, Co. PA.
 - Dick Spoth, Partnerships in Prevention Science Institute, ISU
 - Eugenia Hanlon, Partnerships in Prevention Science Institute, ISU



What's Wrong with this Picture?



DOES SHE COME
WITH DIRECTIONS?





Blueprints Universal or Selected Parenting Programs

Strengthening Families 10-14

Guiding Good Choices

Life Skills Training (parent component)

Incredible Years (parenting component)

Raising Healthy Children (parenting components)



What is the Standard?

- Low Participation is typical
 - ▣ 1-31% in research study programs (Bauman et al., 2000; Cunningham et al., 2000, Heinrichs, et al., 2005; Meyers et. al., 1990, Spoth et al., 2007)
 - ▣ 40-60% for targeted parents (Spoth et al., 2000; Haggerty et al., 2006)
- Community Recruitment
 - ▣ Triple P— 17.1% after two years (Prinz, et al., 2009)
 - ▣ PROSPER Example
 - Two States, 17% of community families attended a session of SFP program (Spoth et al., 2007)



What predicts participation?

- ❑ **Race/Ethnicity** (Gorman-Smith, 2002; Haggerty et al., 2006; Perrino et al., 2001)
- ❑ **Single parenthood** (Gorman-Smith et al., 2002 Heinrichs et al., 2002;)
- ❑ **Parent Education Levels** (Heinrichs et al., 2002; Spoth et al., 1997)
- ❑ **Parent Reports of Child Behavior Problems** (Haggerty et al., 2006; Heinrichs, et al., 2005)
- ❑ **Location, program materials, childcare among low income urban families of color** (Gross et al., 2001; Haggerty et al., 2006)
- ❑ **Family stress, family income, initial facilitator contact, for Hispanic families** (Prado et al., 2006)



What are major Barriers to Participation?

- ▣ Conflicting time demands
- ▣ Family activity scheduling
- ▣ Parental norms
- ▣ Parental attitudes and beliefs

(Heinrichs, et al., 2005; Kumpfer, 2000 Spoth & Redmond, 2000; Spoth & Redmond, 2002).



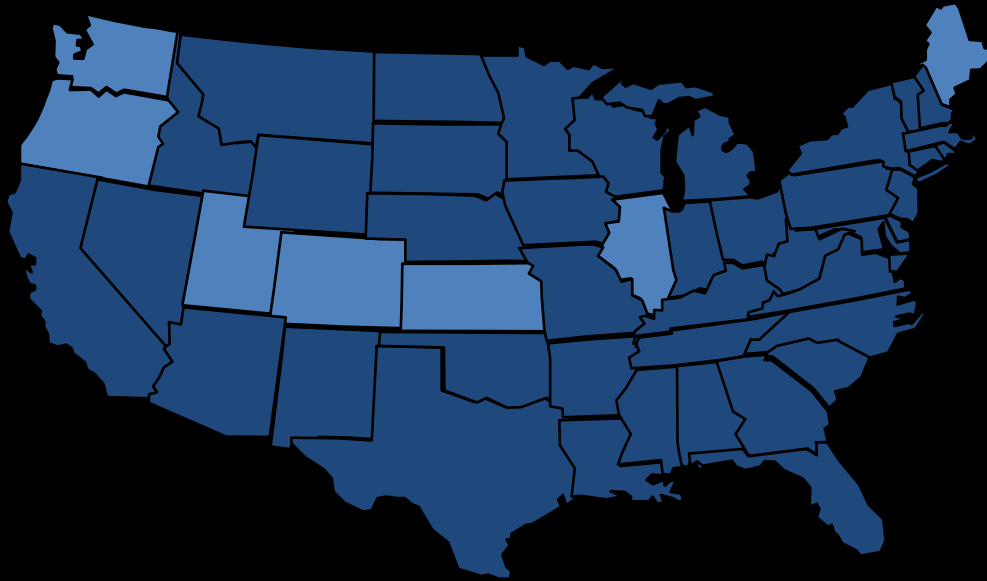
My, How you've changed!

- Working Parents have 22 fewer hours than they did 30 years ago to spend with their children.*
- 1960—71% had a stay at home parent 2000
72% had two working parents*
- Large population of single parents.

* Halstead, The Real State of the Union,
2004



Lessons Learned from the Community Youth Development Study



David Hawkins Ph.D.
Principal Investigator
Social Development Research Group
School of Social Work
University of Washington



Programs Selected in 2004-2007

PROGRAM

2004-05

2005-06

2006-07

All Stars Core

1

1

1

Life Skills Training

2

4*

5*

Lion's-Quest Skills for Adolescence

2

3

3

Project Alert

-

1

1

Olweus Bullying Prevention Program

-

2*

2*

Program Development Evaluation Training

1

1

-

Participate and Learn Skills (PALS)

1

1

1

Big Brothers/Big Sisters

2

2

2

Stay SMART

3

3

1

Tutoring

4

6

6

Valued Youth Tutoring Program

1

1

1

Strengthening Families 10-14

2

3

3

Guiding Good Choices

6

7*

8*

Parents Who Care

1

1

-

Family Matters

1

1

2

Parenting Wisely

-

1

1

TOTAL

27

38

37

***Program funded through local resources in one or two communities**



Exposure in the Community

Program Type	2004-05	2005-06	2006-07
School Curricula	1432	3886	4994
After-school*	546	612	535
Parent Training	517	665	473

***Includes PALS, BBBS, Stay SMART, and Tutoring programs**



Participant Attendance

Percent attending >60% of the total number of sessions

Program Type	2004-05	2005-06	2006-07
School Curricula	96%	91%	94%
After-school*	77%	81%	72%
Parent Training	79%	78%	79%

*Includes PALS, BBBS, Stay SMART, and Tutoring programs



Parent Focus Groups

Focus Group Purpose

To learn about what is most important to families and how we can best address the issues parents face during the teenage years.

To determine:

1. What messages will convince parents to attend and WHY.
2. Who they trust/where they go for advice.
3. Best channels for delivering messages



Six Key Themes

1. Use trusted communicators (for recruitment and for program delivery)
2. Use your target group
3. Focus on skills & tools
4. Use multiple messages and repeat it often (including direct calls)
5. Make it a community wide effort
6. Make it easily accessible



1a. Use trusted recruiters

Who is the person or group most likely to convince you to attend?

- My 7th grader
- Other parents who have graduated from the program, and benefited from it
- NOT the school system (though there may be individuals that the kids respect in the schools)
- Pediatricians
- Churches, youth pastors
- People that my kids trust, respect and listen to
- Other community leaders (E.g. mayor, police, coaches, etc)



1b. Use trusted program facilitators

- Trusted, respected, high quality facilitators to run the sessions, "Someone like me or someone who understands my kid."



2. Use your target audience

- Talk to parents and use them to recruit other families
- Talk to kids:
 - What do you need to get out of this program to make this valuable to you?
 - How do we get your parents to attend?
 - How can you help to get them to attend? (e.g. Student Recruitment Task Force assigned to create a plan and recruit their parents to attend.)



3. Focus on skills & tools

- Call it something like a Family Toolbox.
 - Use terms - groups, meetings, workshops (not classes).
- Ensure recruitment materials and discussions give clear examples of specific skills and tools
 - Family meetings, agreements, anger management tools, etc.
- Promote “Tools for Communication”
 - *You will learn the following tools for communicating with your teen: X, Y, and Z*
- Dispel myths about the program preaching/telling parents right from wrong
 - *GGC is about helping you to reinforce your own values with your children.*



4. Multiple messages in multiple formats repeated often

“Keep it before us, keep it in the public, repeat the messages”

- A single message is not the answer –
- Repeat messages
- Follow up written materials with personal contacts
- Use personal invitations
- Use direct calls!
- Provide easy access to MORE information about the program (e.g. website)
- Test your messages with the target audience
- Hook them with current issues of relevance, e.g. MySpace



5. It's a community-wide effort

“We're all doing this together for the kids”

- It's something bigger than just a parenting program. Its about improving the whole community, it's for everyone (not just “bad” parents).
- It's for your KIDS – and its relevant now because it will improve their future!
- Even though things are ok now, this will really make a difference for the future.
- Your participation will benefit the community, as well as your own family.



6. Make it easily accessible

- Hold community 'Teaser' meetings
 - Foot-in-the-door techniques; small commitment, fun for the whole family, easy access to real information from parents & kids who took the program, plus food and kid-centered door prizes
- Flexible to accommodate parents' schedules - offer program often and repeatedly
 - 72% said they definitely or probably would take part in a parenting program to read and complete with your family at your own pace.
- Be clear about the cost and incentives – most participants did not know about FREE with incentives (including childcare & transportation).





Working to Improve Involvement of Parents in Prevention Efforts

Questions for community teams to consider:

- ❑ How will community awareness be built?
- ❑ What local groups and organization should be recruited?
- ❑ What key parents should be involved?
- ❑ At what events should the program be featured?
- ❑ What school staff should be involved?
- ❑ What negative reactions might need to be addressed?
- ❑ What other barriers need to be considered?
- ❑ Who is a trusted source to deliver the message?



The Recruitment Campaign...

- The “three prongs”
 1. Event
 2. Media Saturation
 3. Personal Invitation









The Potential of Self-Directed Programs

Prev Sci
DOI 10.1007/s11121-009-0123-3

Population-Based Prevention of Child Maltreatment: The U.S. Triple P System Population Trial

Ronald J. Prinz • Matthew R. Sanders •
Cheri J. Shapiro • Daniel J. Whitaker • John R. Lutzker

© The Author(s) 2009. This article is published with open access at Springerlink.com

Abstract The prevention of child maltreatment necessitates a public health approach. In the U.S. Triple P System Population Trial, 18 counties were randomly assigned to either dissemination of the Triple P—Positive Parenting Program system or to the services-as-usual control condition. Dissemination involved Triple P professional training for the existing workforce (over 600 service providers), as well as universal media and communication strategies. Large effect sizes were found for three independently derived population-based measures of child maltreatment, child out-of-home placement, and child maltreatment injuries. This trial was conducted in high-risk areas and showed

toll on society. CM results in costs associated with utilization of administrative services and systems (e.g., child protective services, foster care, judicial system), child treatment services (e.g., healthcare, mental health, educational systems), long-term impact (e.g., psychological and health problems in adulthood), and next generation victimization. Although there is much uncertainty about the cost of CM and its consequences, Prevent Child Abuse America estimated costs associated with child abuse and neglect in the U.S. to be over \$94 billion per year in 2001 dollars (Fromm 2001). This figure likely underestimates the cost because it is based only on official reports of child abuse and neglect and does not take into account the cost of unreported maltreatment. The cost of substantiated CM, and even the cost of likely problems and



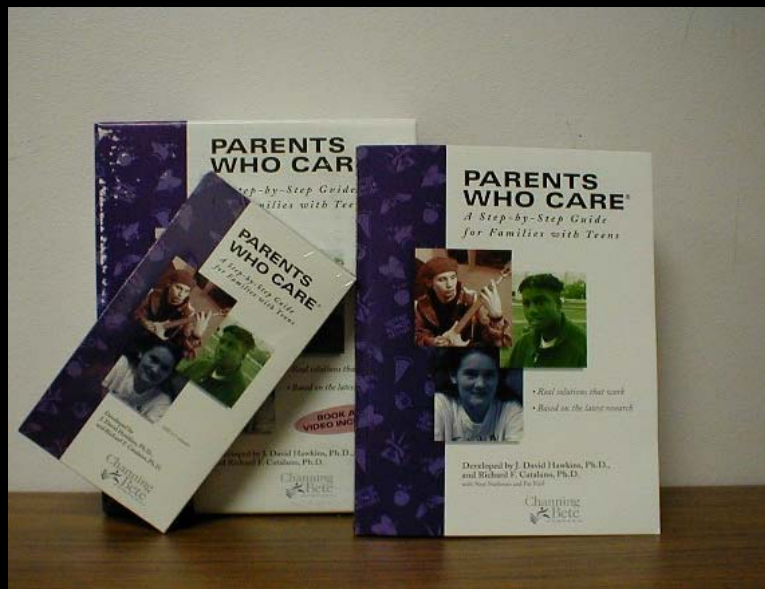
What We Know

Self-Administered Programs are:

- **Accessible**
- **Effective**
- **More flexible**
- **Less judgmental**
- **Less stigmatizing**
- **Cheaper**



The Parents Who Care Experience



Haggerty et al., 2006, *Journal of Primary Prevention*



Three Significant Findings

1. More families initiate the Self-Administered format
2. Few expected barriers predict amount of program exposure
3. Parents in both format conditions showed significant improvements at post test



SA and PAG Intervention

Self Administered

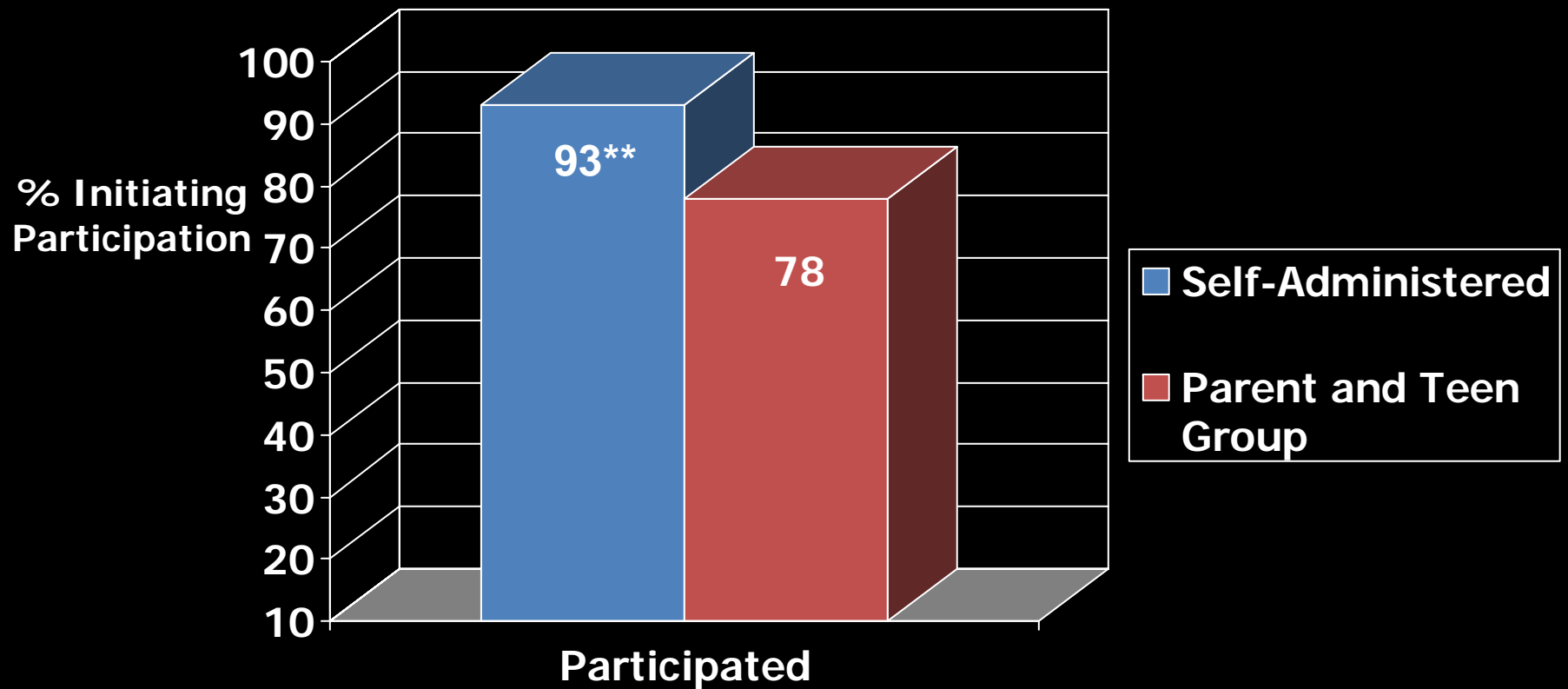
- **Ten week window for completion**
- **62 identified family tasks to complete**
- **Weekly telephone check-ins**
 - ▣ Encourage participation and completion
 - ▣ Troubleshoot parenting issues
 - ▣ Encourage using new skills from the materials
 - ▣ Track progress toward completion

Parent and Teen Group

- **7 weekly two hour sessions**
- **Meet and Greet--Teen and Parents Together—**
 - ▣ Skills review and practice
 - ▣ Topic introduction
- **Teen and Parents Separate**
 - ▣ Skills and information
- **Practice – Teens and Parents Together**
 - ▣ Skills practice session



Most Families Participate in PWC



**p<.001



Expected Barriers That Did Not Predict Amount of Exposure

- Home disorganization
- Parent report of stressful life events
- Parent depression
- Parent report of family conflict
- Teen report of attention problems
- Teen report of total problem behavior
- Age of teen
- Lower parent education level
- Single parent status



Variables predicting amount of exposure

- Parent and teen group
 - ▣ African American families less likely to attend

- Self Administered
 - ▣ Parents with high risk behaviors



Who dads turn to for advice about fathering

Response	Percentage of Fathers
Parents or other family members	30%
No-one	16%
Friends	15%
Wife/child's mother	12%
Other	13%
Faith organizations	6%
Parenting class or support group	4%
Books & magazines	3%
Community organizations	0.5%



Successful Recruitment Methods Reported by Participants

Ethnic Group	1 st recruitment method	2 nd recruitment method
African American	School (45%)	Brochure/Flyer (35%)
Hispanic	Church (34%)	Friend (31%)
Native American	Friend (38%)	Brochure/Flyer 36%)
Samoan	Friend (49%)	Workshop Leader (25%)

Harachi, et al., 1997