

Strong African American Families (SAAF): Tools for Recruitment, Engagement, and Implementation Success

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Presentation Content

- About the Center for Family Research
- Statement of the Need
- Brief overview of SAAF Development and Research
- SAAF Recruitment Engagement
- SAAF Implementation
- SAAF Dissemination: Lessons from the Field
- Building on SAAF – programming for developmental stages

History of the Center for Family Research

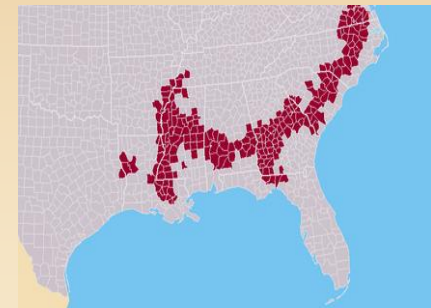
- **1988**
 - Longitudinal, developmental research with rural African American families launched
- **2000**
 - Translation research: “If you want to understand something, try to change it.”
 - The SAAF Program
- **2006 and beyond**
 - AIM and SAAF-T



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African American Families in the Rural South: Statement of the Need

- 34% of the nation's poor reside in Southern rural communities
- > 50% of African American youth in rural communities live in economic distress
- Chronic poverty takes a toll on families and youth



African American Families in the Rural South: Statement of the Need

- Rearing youth in rural areas is complicated by a lack of
 - employment opportunities
 - physical and mental health services
 - recreational options
 - public transportation
- Environmental difficulties are further complicated by race-related stressors

So what?

- It is critical that we keep these issues in mind when DEVELOPING and IMPLEMENTING culturally specific prevention programs.
- Context matters
- Lack of sensitivity is apparent in how recruitment, training, and implementation occur
- The presence of stigma can also be apparent
 - SAAF operates from a strength oriented approach

Promoting Positive Outcomes for African American Youth

- Family Focused Protective Factors
 - Family and community support
 - Positive parent-youth relationship
 - Adaptive parenting practices
 - Positive racial socialization

SAAF DEVELOPMENT

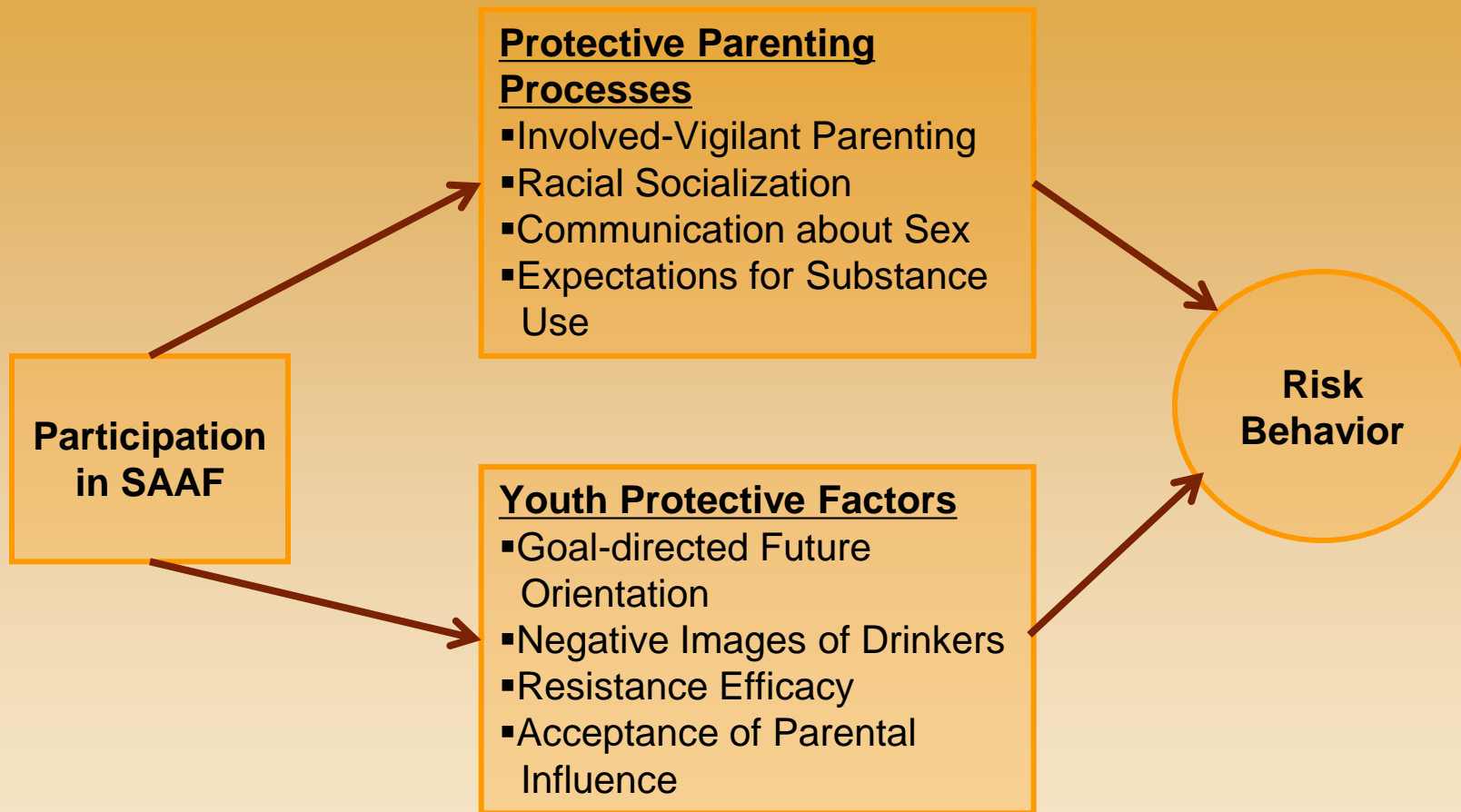


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SAAF is Informed by More than 10 Years of Research

- Rural African American children
- Focused on longitudinal pathways:
 - competence
 - psychological adjustment
 - use of alcohol and other substances
- This research ultimately informed (1) who SAAF targeted, (2) SAAF content, and (3) evaluation

Factors targeted by SAAF



SAAF Mission Statement

The goal of SAAF is to build on the strengths of African American families that make their children less likely to get involved in problems, particularly alcohol and substance use, that face today's youth.

SAAF RESEARCH TRIAL



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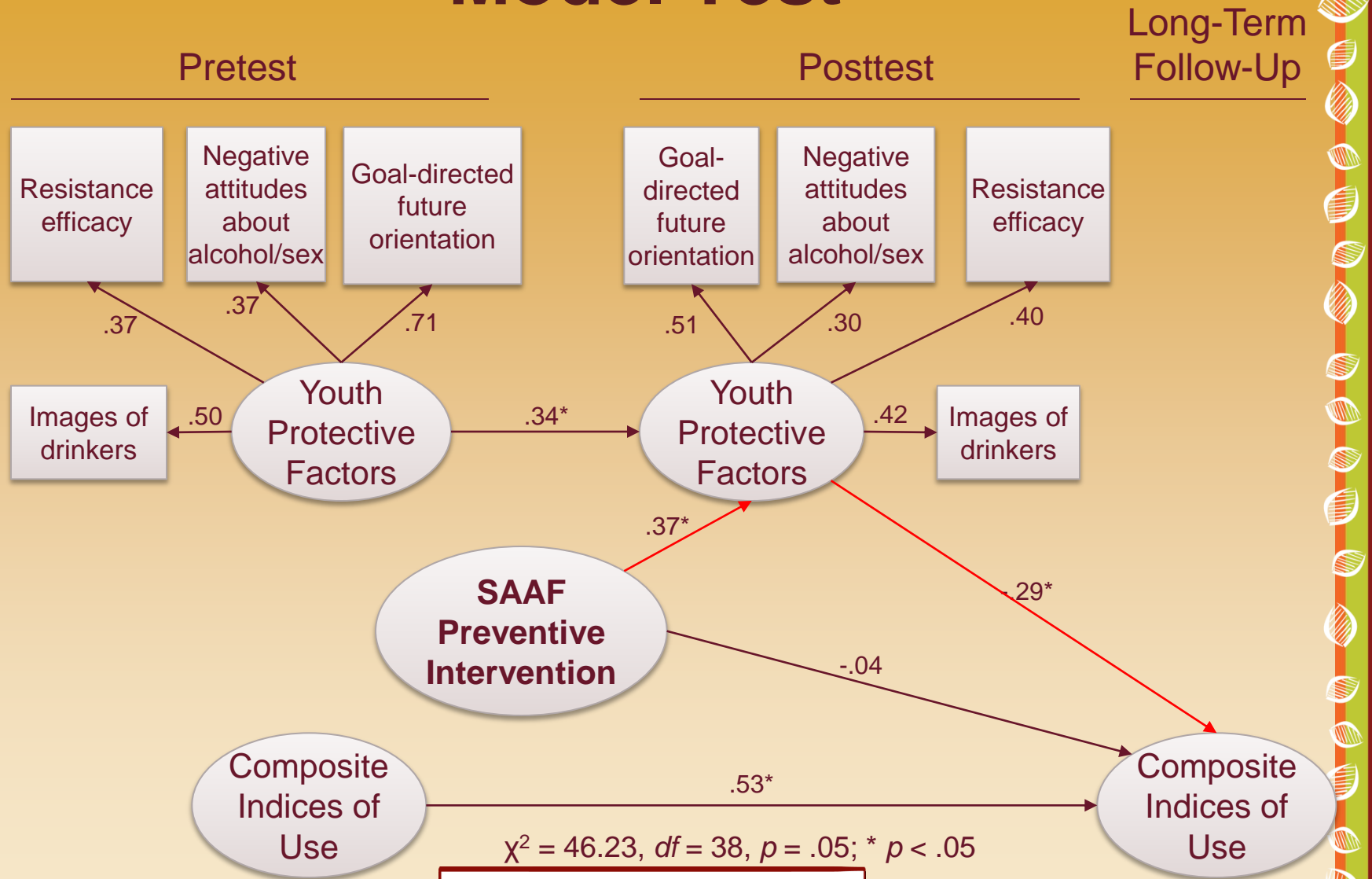
Randomized Prevention Trial

- Rural Georgia communities
- 667 African American families
 - mothers
 - 11-year old youth
- 369 participant families
- 298 control families

Randomized Prevention Trial

- Assessments
 - Pretest
 - Posttest
 - 3 months after intervention ended
 - Follow-up
 - 24 months after intervention ended
 - Data collection
 - in-home using laptop computers

Model Test



SAAF Findings

- Do SAAF effects endure into high school years?
 - Yes. Effects for substance use endure 5 years after the initial participation in SAAF.
- What other outcomes are affected by families' participation in SAAF?
 - Maternal depression
 - Racial identity

Formula for Success

(Fixsen & Blase 2012 Blueprints Presentation)



Effective Intervention

0.99

X

Effective Implementation

0.01

=

Effective Outcomes

.009

*Brown & Flynn, 2002
Clancy, 2006*



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RECRUITMENT

Getting participants to the
program



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Community Partnerships: Critical for Recruitment and Engagement

- Community liaisons
- Family ambassadors
- Partnerships with
 - Schools
 - Faith-based organizations
 - Other community organizations
(Boys & Girls Club, Senior Centers,
Community Centers, Childcare Centers,
State Cooperative Extension Services)

The Role of Relationships

1. Relationships are **KEY**

- Community partners
- Families or targeted participants

2. Relationships take **TIME** to develop



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IMPLEMENTATION AND ENGAGEMENT

*Keeping participants in the
program*



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Engagement

- Starts at recruitment
- Attendance at intervention program
- Retention of participants for follow-up data collection



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Challenges to Engaging Rural African American Families

- In research projects
 - Cultural mistrust
 - Concerns about confidentiality
- In prevention programming
 - Time
 - Salience
 - School-based provision



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Engagement Tools

- Community Engagement and Awareness
- Community Liaisons
- Core Values
- Informational Visits
- Curriculum Activities
- Familiarity

Community Engagement/Awareness

- Visit schools
- Meet community leaders
- Identify people in the community who may want to work on the project

*Relationships
and time*



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Community Liaisons

- Respected members of local community
- Recruited participants
 - School lists
 - Phone calls and home visits

Program Information Visit

A home visit from facilitators includes...

- Introducing program
- Showing a promotional video
- Answering family's questions
- Giving gift bags

SAAF Core Values

SAAF's Core Values guide all training and subsequent implementation efforts

- Strength Orientation
- Collectivism
- Ownership
- Social Justice



Implementation

- Weekly meetings
 - 7 consecutive weeks
 - held at community facilities
 - two separate, concurrent, 1-hr sessions
 - Caregivers
 - Youth
 - Family session (caregivers and youth together), 1 hr

Parental Monitoring

Who? What? Where? When?



Family Discussions

Family 6.1



DISCUSSION ON HARD SITUATIONS YOUNG PERSON • QUESTION 1

Youth 1

What hard situations did you face when you were my age?

How did you deal with them?



Family 6.1



DISCUSSION ON HARD SITUATIONS YOUNG PERSON • QUESTION 2

Youth 2

What hard or unfair situations do you face now at work or away from home?

How do you deal with them?



Family 6.1



DISCUSSION ON HARD SITUATIONS PARENT/CAREGIVER • QUESTION 1

Caregiver 1

What hard or unfair situations do you notice at school?

How do you think the person should handle it?



Family 6.1



DISCUSSION ON HARD SITUATIONS PARENT/CAREGIVER • QUESTION 2

Caregiver 2

Are there some students at your school who are bullies or who are mean to other students?

What would you do if a friend of yours was mean to someone?



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CAREGIVER CREED



**African American
parents and caregivers
are caring and strong.**

**We show love and
set limits.**

**We are helping our
children become
responsible young adults.**



YOUTH CREED



**We are strong, young
African Americans.**

**We are making
good decisions so
we reach our goals.**



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FAMILY CREED



**African American
families care about
each other and have
fun together.**

**We are making a
difference in the world.**



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SAAF Findings

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GETTING SAAF TO COMMUNITIES

(Dissemination)



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SAAF Trainings

- Training of Facilitators (TOF)
- 3 member implementation teams
- 24 hours of interactive training
- “Teach back” elements
- Adapted to match community needs
- Information available at www.cfr.uga.edu

Post Training TA

- Site visit
- Fidelity assessment
- Implementation report back
 - tracking form

Stages of Implementation

(Fixsen et al, 2005)

Exploration and Adoption



Program Installation



Initial Implementation



Full Operation



Innovation



Sustainability

Building upon what we have learned *(Evolution)*



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Strong African American Families – Teen (SAAF-T) Program

Promotional Video



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SAAF-T Topics

1. Parents and Youth Developing Successful Futures
2. Preparing Youth for Adulthood
3. Getting Along at Home and Making a Difference at School
4. Responsible Decision Making about Sexuality, Drugs and other Risky Behaviors
5. Appreciating Each Other and Reaching Goals

SAAF-T Format

- Five sessions
- Families meet for 2 hours each week
- 1st hour - concurrent separate sessions for youth and caregivers
- 2nd hour - family session
- 8-12 families per group

In Closing...



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Summary

- Effective recruitment takes time, patience, and relationships
- Engagement starts with recruitment
- Implementation does not start at the first session
- Agencies are on different levels of a continuum of readiness to adopt
- SAAF was developed with 10+ years of research, but still has room to evolve
- Program, without agency infrastructure = no program

Questions?



Email cgrange@uga.edu for a copy of the presentation or with any questions.



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