



# **The Strong African American Families Programs: Meeting Family Needs Across Developmental Stages**

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# This presentation will include:

- An introduction to the SAAF Programs
- An overview of curriculum development and content
- A brief overview of the research
- Dissemination efforts
- Review of select program activities



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# Introduction: SAAF Programming

*The mission of the Center For Family Research is to do research that makes a difference in the lives of African Americans and use those research findings to develop family-based programs.*

- SAAF: The Strong African American Families Program
- SAAF-T: The Strong African American Families-Teen Program



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# Core Values: SAAF Programs

The values that bring the SAAF Programs to life:

- Strengths Orientation
- Collectivism
- Ownership
- Social Justice



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# Core Value 1: Strengths Orientation

*Families already possess many of the skills needed for promoting success.*

The value of Strengths Orientation...

- Focuses on what people do well and understands that resources to solve most problems lie within.
- Does not seek to find faults or deficits or view people as dominated by problems.



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# Core Value 2: Collectivism

*Unity in purpose and helping one another fosters healthy families and communities.*

The value of Collectivism...

- Embodies the concept that “we are in this together.”
- Recognizes that everyone is important and has an important contribution to make.



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# Core Value 3: Ownership

*The lived experiences of African American families are relevant and valuable.*

The value of Ownership...

- Invites African American families to contribute to the program by sharing their life experiences.
- Places these experiences at the center of the program and group interactions.



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# Core Value 4: Social Justice

*Safe spaces must be created for historically marginalized communities.*

The value of Social Justice...

- Recognizes that we live in a society of unequal opportunity and that issues of race, gender, and class influence the resources people have and the challenges they face.
- Provides a safe space where these issues can be discussed openly and honestly.



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# Core Values Integration in Implementation



Each of these Core Values are important across the entire implementation system: Administrators, Project Staff, Facilitators and Families.



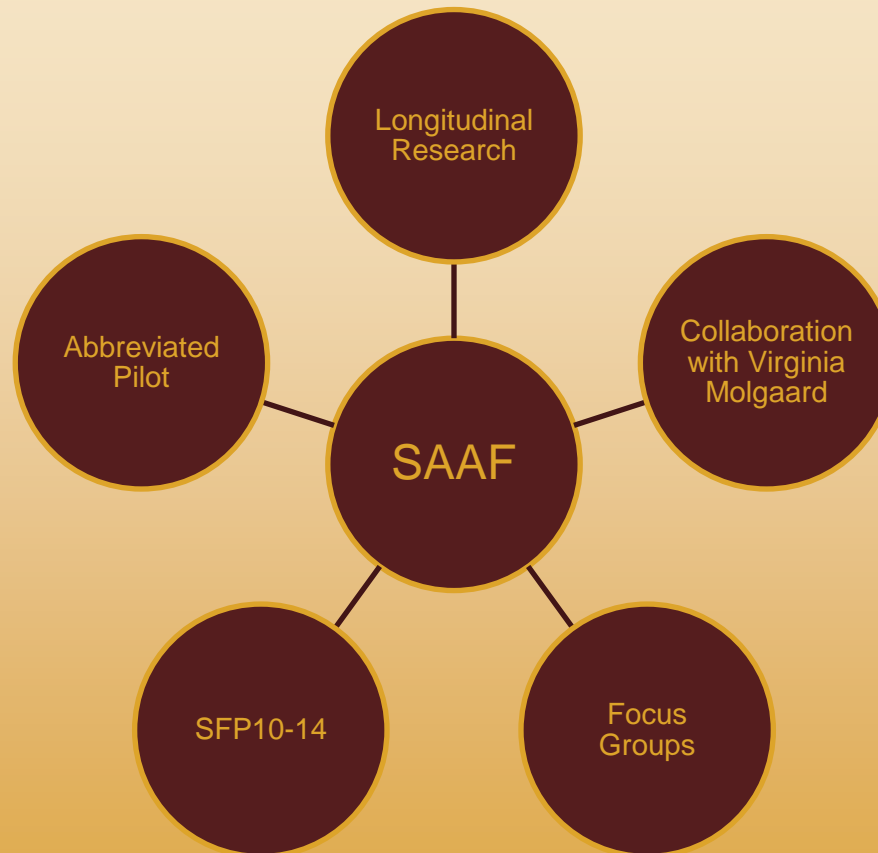
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# **CURRICULUM DEVELOPMENT & CONTENT**



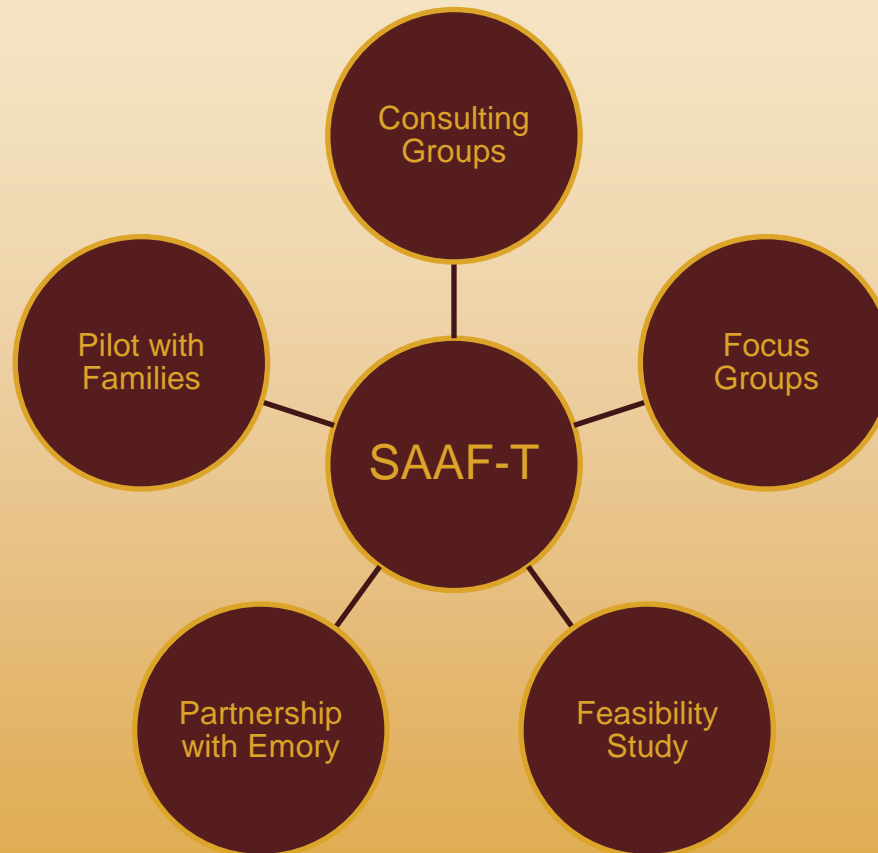
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# Development of SAAF



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# Development of SAAF-T



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# Common Themes of SAAF & SAAF-T

Caregiver Sessions	Youth/Teen Sessions	Family Sessions
Parental Monitoring	Peer Pressure Resistance	Building/Encouraging Racial Pride
Being "Askable" Parents/Caregivers	Envisioning Future Life	Understanding each other's stress
Setting Expectations	Building empathy for parents	Dealing with Racial Discrimination
Building empathy with youth/teens	Choices-consequences Games	Parents supporting peer pressure resistance
Supporting Youth/Teen Goals	Resisting personal temptation	Expressing Appreciation/ Identifying Strengths
Balancing Showing Love with Being Strict	Recognizing potential roadblocks/obstacles	Encouraging Healthy Communication



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## SAAF Program – Youth Session

### Session 1

Youth think about and visualize their dreams and goals for the future.

### Session 2

Youth identify their own positive qualities and compare to characteristics of users.

### Session 3

Youth identify reasons young people get involved in sex and learn ways of dealing with temptation.

### Session 4

Youth discuss the various temptations that young people face and practice resisting temptation.

### Session 5

Youth focus on peer pressure and learn specific steps for resisting peer pressure.

### Session 6

Youth understand the difference between passive, aggressive, and assertive behavior.

### Session 7

Youth identify qualities of good friends.

## SAAF-T Program – Teen Session

### Session 1

Teens identify their likes and skills and learn how likes and skills relate to possible careers.

### Session 2

Teens learn what it costs to live on their own and how much various jobs pay.

### Session 3

Teens think about options for education after high school and how that choice will affect job futures.

### Session 4

Teens discuss the health-related and personal consequences of sexual involvement.

### Session 4b

Teens learn how to communicate effectively with a partner about condoms and how to use condoms properly.

### Session 5

Teens consider their future goals play a game about decisions and consequences.



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# THE GAME of YOUR LIFE



DECISIONS ABOUT  
**SEX** ♀♂

**HALT**  
decision point  
draw card

**SEX  
CONSEQUENCE**



slide on  
through

Good Choice!

**EDUCATION  
CONSEQUENCE**

slide on  
through



DECISIONS ABOUT  
**EDUCATION**

**HALT**  
decision point  
draw card

**HALT**  
decision point  
draw card

**DRUGS AND  
ALCOHOL  
CONSEQUENCE**



slide on  
through



DECISIONS ABOUT  
**DRUGS &  
ALCOHOL**

**START**



DECISIONS ABOUT  
**HOW TO TREAT  
OTHERS**



slide on  
through

**HOW TO  
TREAT OTHERS  
CONSEQUENCE**

**HALT**  
decision point  
draw card



**SAAF**



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## SAAF Program – Caregiver

### Session 1

Caregivers identify desired goals and qualities for their children as well as their fears as caregivers.

### Session 2

Caregivers discuss family rules and punishment for everyday and serious misbehaviors.

### Session 3

Caregivers discuss everyday routines, encouraging independence and good behavior.

### Session 4

Caregivers discuss helping their youth succeed in school.

### Session 5

Caregivers discuss ways to protect their youth from dangerous behaviors.

### Session 6

Caregivers discuss ways of handling racism and encouraging racial pride in their youth.

### Session 7

Caregivers discuss ways to stay connected to youth as they continue to mature.

## SAAF-T Program - Caregiver

### Session 1

Caregivers understand changes in teens as they grow older and learn effective ways to be strict and caring.

### Session 2

Caregivers learn ways of encouraging appropriate independence.

### Session 3

Caregivers will understand the changes in teens' school experiences.

### Session 4

Caregivers will learn how to support teens' resistance to peer pressure and temptation.

### Session 4b

Parents are introduced to the 4b content that their teens are learning.

### Session 5

Caregivers will discuss school visits and learn ways to stay connected to teens.



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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.**



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# CAREGIVER CREED

**We are proud  
African American  
parents and caregivers.**

**We are helping  
our teens make great  
futures for themselves.**



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## SAAF Program – Family Session

### Session 1

Families discuss goals and play a game to determine how well they know each other.

### Session 2

Families discuss their family values and create a Family Values Shield to depict their values.

### Session 3

Families have a discussion about sex and play a game to understand each other's stress.

### Session 4

Families discuss stress and play a game about working together to reach their goals.

### Session 5

Families discuss peer pressure and caregivers help youth practice their resistance skills.

### Session 6

Families discuss handling hard situations and play the Strong African American Families game.

### Session 7

Families discuss their individual and family strengths and create a Family Strengths Tree.

## SAAF-T Program – Family Session

### Session 1

Families discuss teens' likes and skills and play The Strong African American Families Game.

### Session 2

Families discuss living expenses and discuss ways of dealing with discrimination.

### Session 3

Families discuss teens' experiences in school and practice solving problems together.

### Session 4

Families identify common peer pressure situations and practice resistance skills.

### Session 5

Families discuss goals and barriers to teen's reaching goals and play a compliment game.



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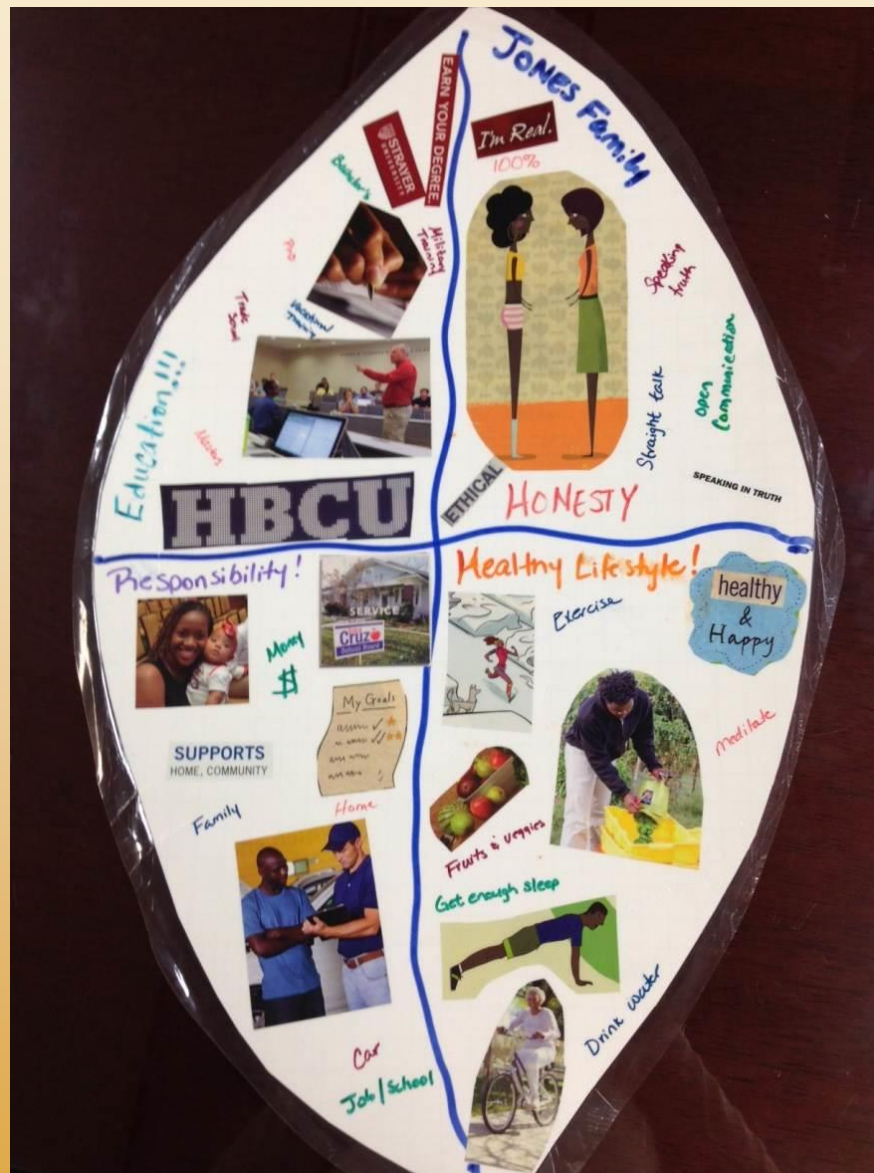


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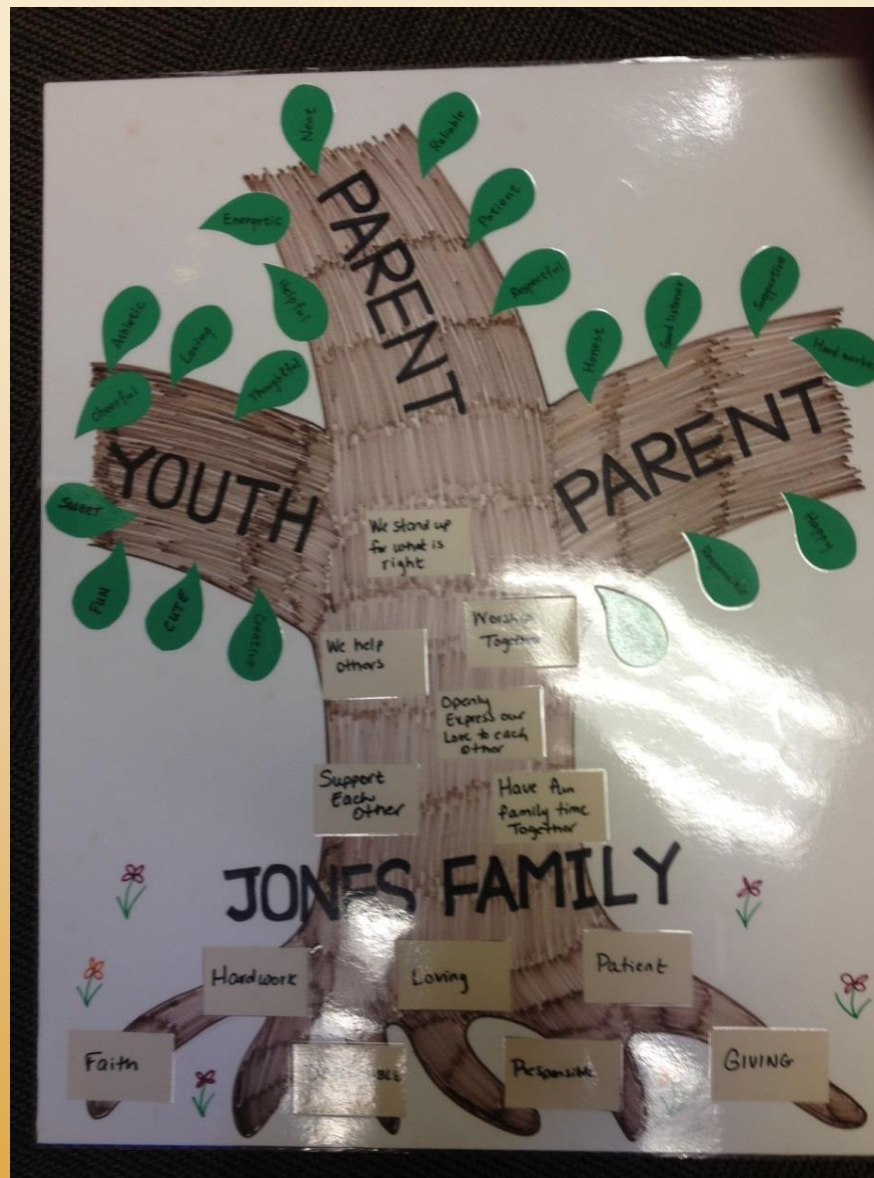


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# A Brief Overview of the Research



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# Summary

## **SAAF: Strong African American Families Project**

Target Population: Youth (age 11) and their primary caregiver

Recruitment via school lists

Inter-county randomization:

- 5 “intervention” counties
- 4 “control” counties

N=667

- IV Condition: N=369
- Control: N=298
  - Received literature via mail about stress and health

## **SAAF-T: Rural African American Families Health Project (RAAFPH)**

Target Population: Teens (age 15/16) and their primary caregiver

Recruitment via school lists

Intra-county randomization with an attention control group in 6 counties.

N=502

- IV Condition: N=252
- Control: N=250
  - FUEL for Families: Obesity prevention program



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# Outcomes

**Compared to youth/teens who did not participate in the intervention program, those who participated in SAAF or SAAF-T:**

SAAF	SAAF-T
<ul style="list-style-type: none"><li>• Demonstrated fewer conduct problems</li><li>• Were less likely to start using drugs</li><li>• Delayed onset of sexual behavior</li></ul> <p><b>Other outcomes:</b></p> <ul style="list-style-type: none"><li>• Decreased levels of maternal depression</li></ul>	<ul style="list-style-type: none"><li>• Demonstrated fewer conduct problems</li><li>• Had fewer substance use problems</li><li>• Decreased frequency of unprotected intercourse</li><li>• Increased condom efficacy</li></ul>



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# Program Dissemination



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# Preparing for Dissemination

- Revisions to Curriculum
- Selecting Master Trainers
- Training of Master Trainers
- Pilot of the Revised Curriculum
- Marketing of Programs



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# Current Dissemination: SAAF

- Listed on the following registries:
  - Blueprints
  - SAMHSA's National Registries of Evidence-based Programs and Practices (NREPP)
  - Office of Juvenile Justice and Delinquency Prevention (OJJDP) Model Program Guide
  - Clearinghouse for Military Family Readiness



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# SAAF Sites

Organization	Location	Date
Senate Bill 94	Aurora, CO	2008
Iowa State Cooperative Extension	Waterloo, IA	2010
University of Pittsburgh Medical Center	Pittsburgh, PA	2011
Community Education Group	Washington, DC	2012
Johnson County Social Services*	Iowa City, IA	2013
Cedar Rapids Community Schools*	<i>(Cedar Rapids, IA)</i>	2013
Polk County Decategorization*	<i>(Des Moines, IA)</i>	2013
Holcomb Behavioral Health Systems*	Media, PA	2014
EmPower Somerset & Middle Earth*	<i>(Somerville, NJ)</i> <i>(Bridgewater, NJ)</i>	2014
Davenport Community Schools	Davenport, IA	2014
Mental Health & Recovery Services Board of Stark County	Canton, OH	2015



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Organization	Location	Date
<i>Stark Social Worker's Network*</i>	<i>Canton, OH</i>	<i>2015</i>
<i>Coming Together Stark County*</i>	<i>Canton, OH</i>	<i>2015</i>
<i>Crossroads United Methodist Church</i>	<i>Canton, OH</i>	<i>2015</i>
Senate Bill 94 & Aurora Public Schools	Aurora, CO	2015
Holcomb Behavioral Health Systems*	Media, PA	2015
Be Ready Community Development Corporation*	<i>(Wilmington, DE)</i>	<i>2015</i>
Western Tidewater Community Services Board	Suffolk, VA	2015
Amachi Pittsburgh	Pittsburgh, PA	2015
Mercer County Communities that Care	Mercer, PA	2015
Evelyn K. Davis Center for Working Families	Des Moines, IA	4/2016



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Organization	Location	Date
Second Judicial District Senate Bill 94 Program	Denver, CO	2016
Arbor Place, Inc.	Lancaster, PA	2016
Newport News Department of Juvenile Services	Newport News, VA	2017
Child & Family Focus, Inc.	Chester, PA	2018
Mobile Area Education Foundation	Mobile, AL	2018



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# Current Dissemination: SAAF-T

- Listed on the following registries:
  - Blueprints
  - Featured on the Rural Health Information Hub (formerly the Rural Assistance Center)
  - Included in the CDC Compendium of Evidence-Based Interventions and Best Practices for HIV Prevention



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# SAAF-T Sites

Organization	Location	Date
Washington State University – Kitsap County Extension	Bremerton, WA	2017
Dallas County Children's Policy Council	Selma, AL	2017
Regional Training	Athens, GA	2018



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# SAAF-T Activity

## The Name Game



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# **SAAF Activity**

## **Mouse, Monster, and Me**



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# Youth 6: Mouse, Monster, Me

Mouse	Monster	Me
<ul style="list-style-type: none"><li>• Passive</li><li>• Gives in</li><li>• Tries to please the other person</li><li>• Thinks only of what the other person wants</li><li>• Scared of what people will think</li></ul>	<ul style="list-style-type: none"><li>• Aggressive</li><li>• Thinks only of what s/he wants</li><li>• Will do anything to get it</li><li>• Critical</li><li>• Demanding</li></ul>	<ul style="list-style-type: none"><li>• Assertive</li><li>• Sticks up for his/her rights</li><li>• Respectful of others</li><li>• Honest</li></ul>



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# Q & A



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