

STRENGTHENING *Families* PROGRAM

FOR PARENTS AND YOUTH 10-14



IOWA STATE UNIVERSITY
Extension and Outreach



STRENGTHENING
Families PROGRAM

FOR PARENTS AND YOUTH 10-14

How Do We Keep Evidence-based Programs Current in an Ever Changing World?

Reimagining Prevention
CPA 2023 Annual Conference

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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

Strengthening Families Program: For Parents and Youth 10-14

Recognized by the following agencies:

- 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



Blueprints Certified:
Meeting the highest standards of
evidence through independent review
by the nation's top scientists.

Program Activities

- Short lectures
- Videos
- Discussions
- Skills practice
- Learning games
- Family projects



Features of SFP 10-14

- Prepares families for the transition to the teen years
- Parents and youth learn together
- Videos portray parent-child interaction
- User friendly materials
- Fun, interactive projects and activities
- Used cross-culturally
- Rigorously evaluated

Program Format

- Developed for parents and youth 10-14
- Designed for 7-10 families
- Seven two-hour sessions with graduation



Topics of **Parent** Sessions

- Love and limits
- Supporting youth's dreams and goals
- Need for house rules and using "I" statements
- Point charts to encourage good behavior
- Building a positive relationship
- Making consequences fit the behavior
- Listening to youth
- Meeting basic needs – belonging, enjoyment, power, independence
- Protecting against ATOD in youth
- Monitoring youth – Who, What, When, Where
- Getting help and finding resources

Topics of Youth Sessions

- Round of compliments
- Goals and dreams – Treasure Map
- What's easy and hard about being a youth/parent
- Why parents are stressed
- Understanding stress
- Rules and consequences for breaking rules
- How drugs and alcohol can get you in trouble
- Peer pressure resistance skills
 - Ask questions, name the problem, tell what could happen, suggest another route, start on your way, tell them to join you, saying your friend's name and "listen to me," stay cool and calm
- Good and bad qualities of friends
- Peer panel

Topics of **Family** Sessions

- Learning more about family members
- Family tree / family strengths
- Family meetings
- Family values / family shield
- Joint problem solving
- Reaching goals game
- Parents share dreams & expectations with youth
- Graduation celebration

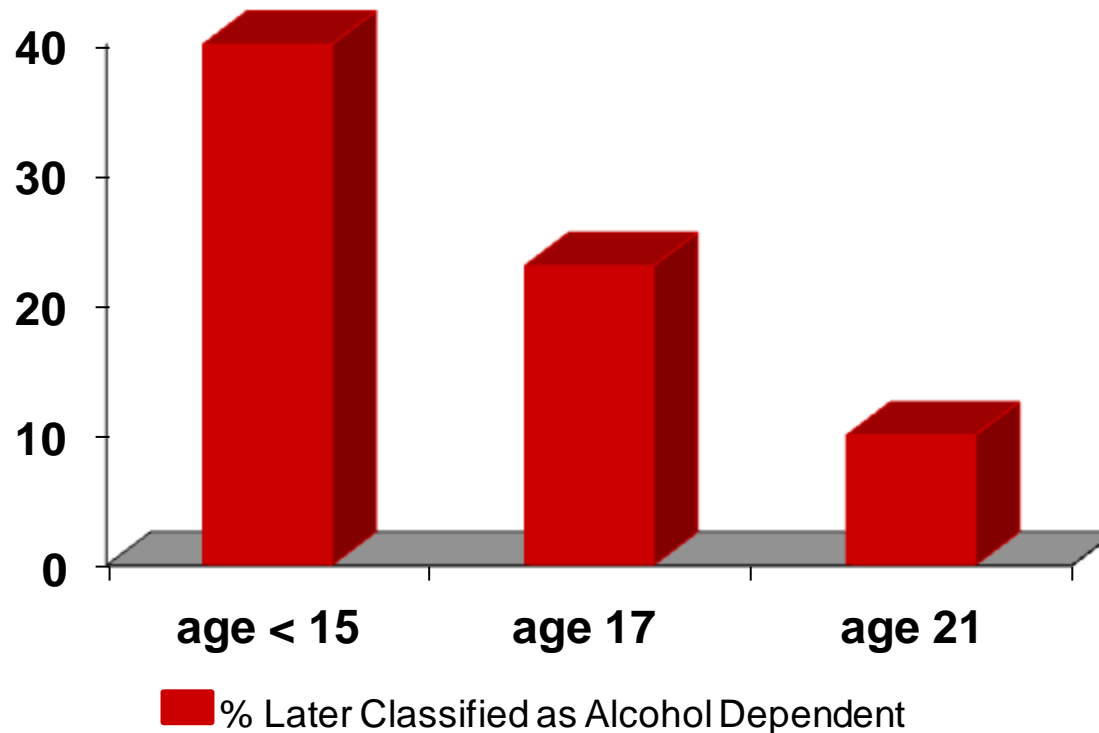
**PUBLISHED RESULTS
FROM LONGITUDINAL
SCIENTIFIC EVALUATION**

1993 - CURRENT

Randomized, Controlled Trials (RCTs) Testing Long-term Effects of Universal Preventive Interventions

- Three longitudinal RCTs (data collected up to 14 years past baseline)
- School districts assigned to study conditions
- Universal interventions tested
 - Iowa Strengthening Families (ISFP)
 - Preparing for the Drug Free Years (PDFY)
 - Life Skills Training (LST)
 - Strengthening Families Program: For Parents and Youth 10-14 (SFP 10-14), plus LST
 - SFP 10-14 plus evidence-based school program (PROSPER)
- Examined question of whether comparable or greater benefit for higher-risk youth (risk-related moderation)

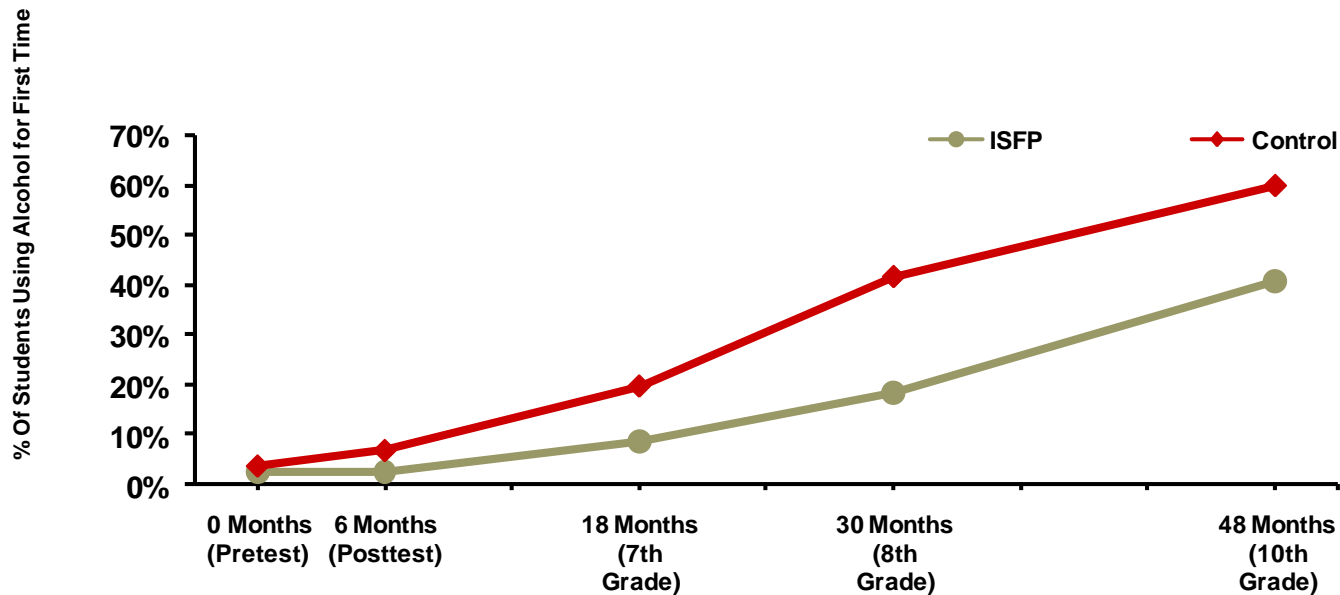
Age of First Use Predicts Alcoholism



National Institutes of Health, News Release, January 1998. www.niaaa.nih.gov

Lifetime Alcohol Use without Parental Permission

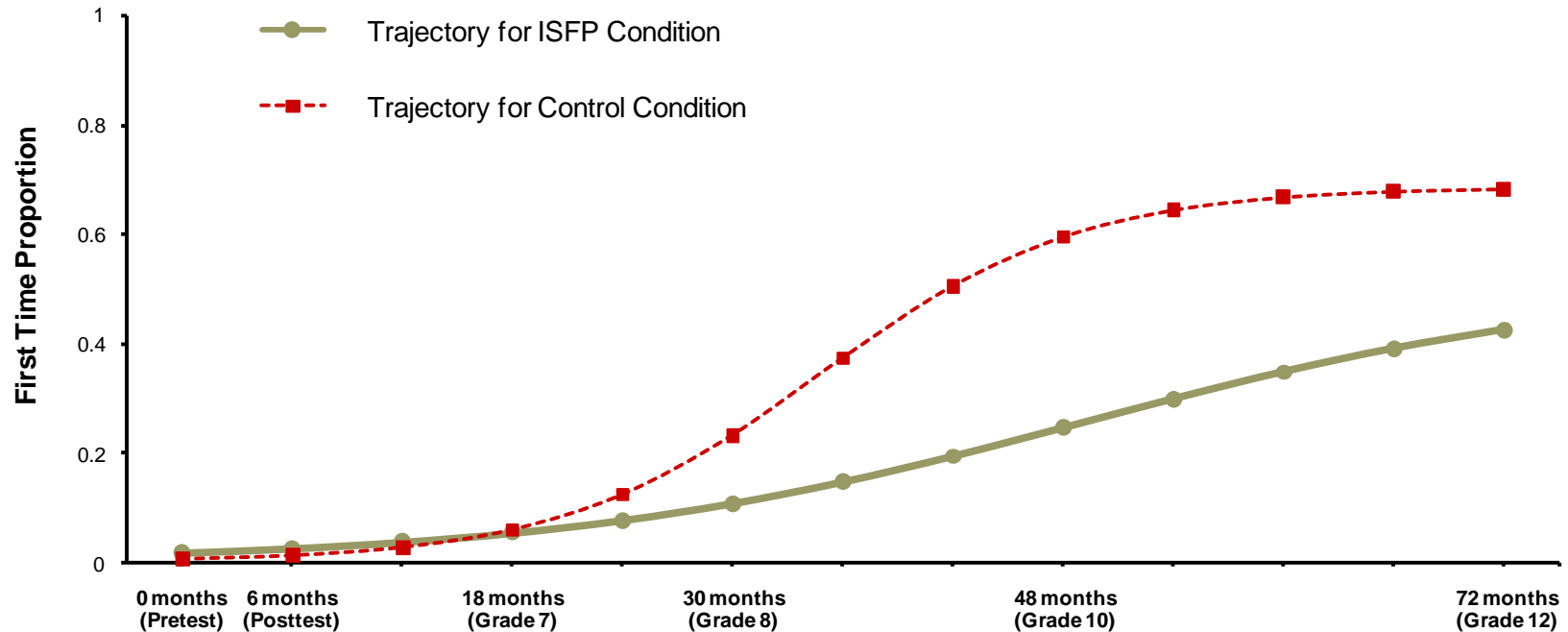
Lifetime alcohol use without parental permission, 6th grade baseline through 10th grade follow-up of students receiving SFP 10-14 and control group students



At the 10th grade, SFP 10-14 students exhibited a 32% relative reduction in alcohol use compared to control group students ($p < .01$).

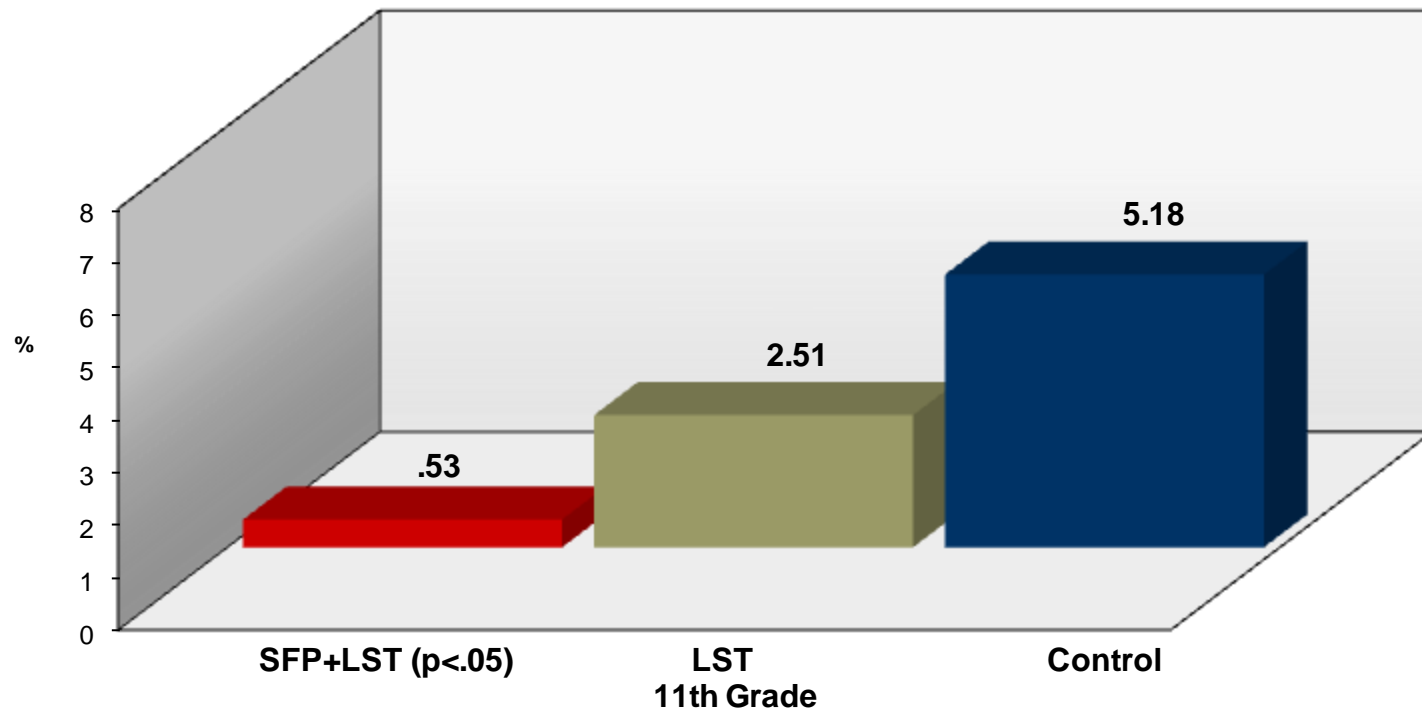
Lifetime Drunkenness by Condition

Lifetime Drunkenness Through 6 Years Past Baseline:
Logistic Growth Curve



Source: Spoth, Redmond, Shin, & Azevedo (2004). Brief family intervention effects on adolescent substance initiation: School-level curvilinear growth curve analyses six years following baseline. *Journal of Consulting and Clinical Psychology*, 72, 535-542.

Meth Initiation Results at 4½ Years Past Baseline



Source: Spoth, R., Clair, S., Shin, C., & Redmond, C. (2006). Long-term effects of universal preventive interventions on methamphetamine use among adolescents. *Archives of Pediatrics and Adolescent Medicine*, 160, 876-882.

Program Effects on Other Substances

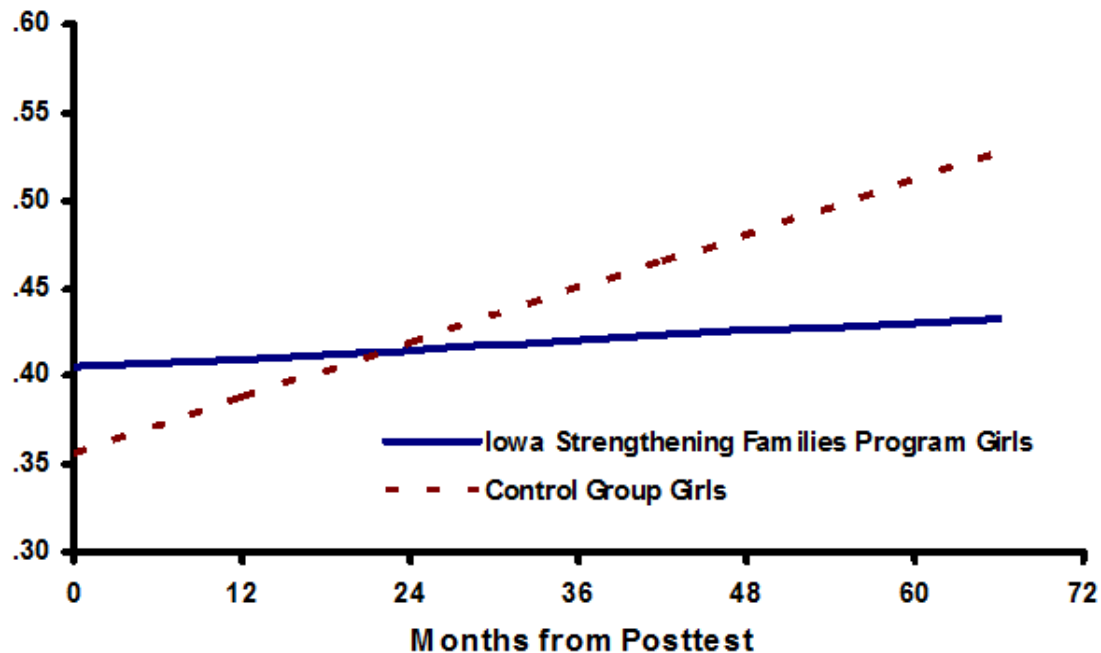
Average age at given prevalence levels

	Prevalence Rate	Age	
		Control	ISFP
Lifetime Alcohol Use w/o Parent Permission	40%	14.4	17.0*
Lifetime Drunkenness	35%	15.3	17.5*
Lifetime Cigarette Use	30%	15.7	17.9*
Lifetime Marijuana Use	10%	15.5	17.8

*p < .05 for test of group difference in time from baseline to point at which initiation levels reach the stated levels - approximately half of 12th grade levels - in control group.

Source: Spoth, Redmond, Shin, & Azevedo (2004). Brief family intervention effects on adolescent substance initiation: School-level curvilinear growth curve analyses six years following baseline. *Journal of Consulting and Clinical Psychology*, 72, 535-542.

Symptoms of Depression and Anxiety Among Girls



Staying Relevant in Opioid Crisis

When: In 2016

What: EPIS/PCCD forms the Pennsylvania Opioid Abuse Prevention Work Group

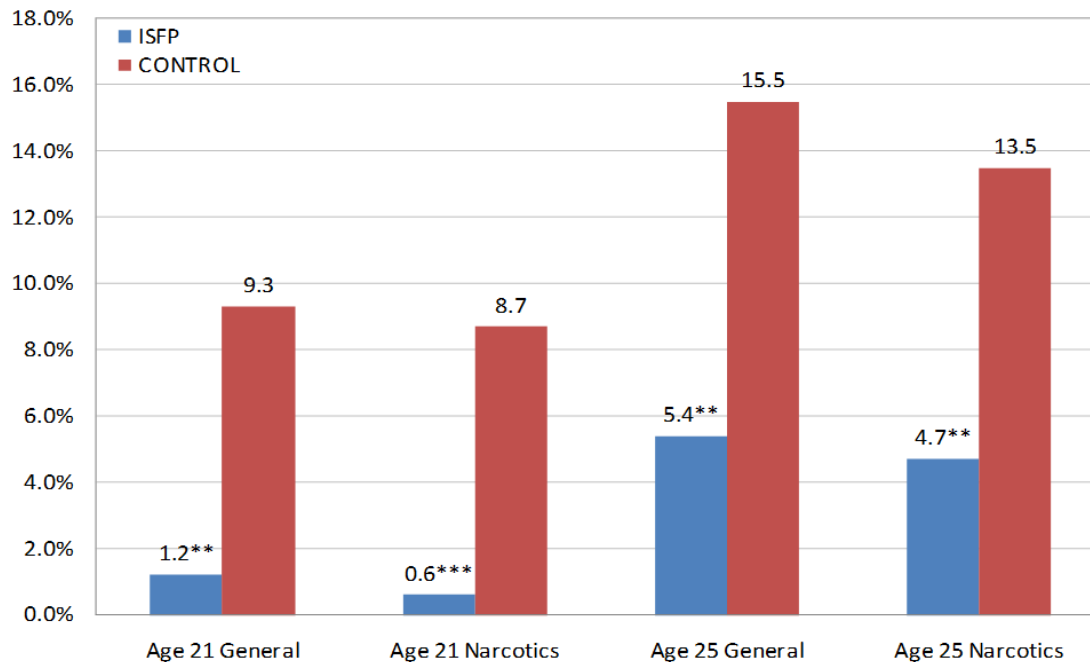
Who: EBPs supported by PCCD

Why: To develop opioid specific modules

Study 1: Longitudinal Results

Project Family Young Adult Outcomes

Lifetime Prescription Drug Misuse (ISFP)



Both PDM outcomes at both time points statistically and practically significant.

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.

World Health Organization named SFP 10-14 the number one prevention program out of 6,000 for long-term effects on substance use and misuse



Created with mapchart.net

And the March 13, 2020 Headline Read

Ohio likely has 100,000 coronavirus cases: health official

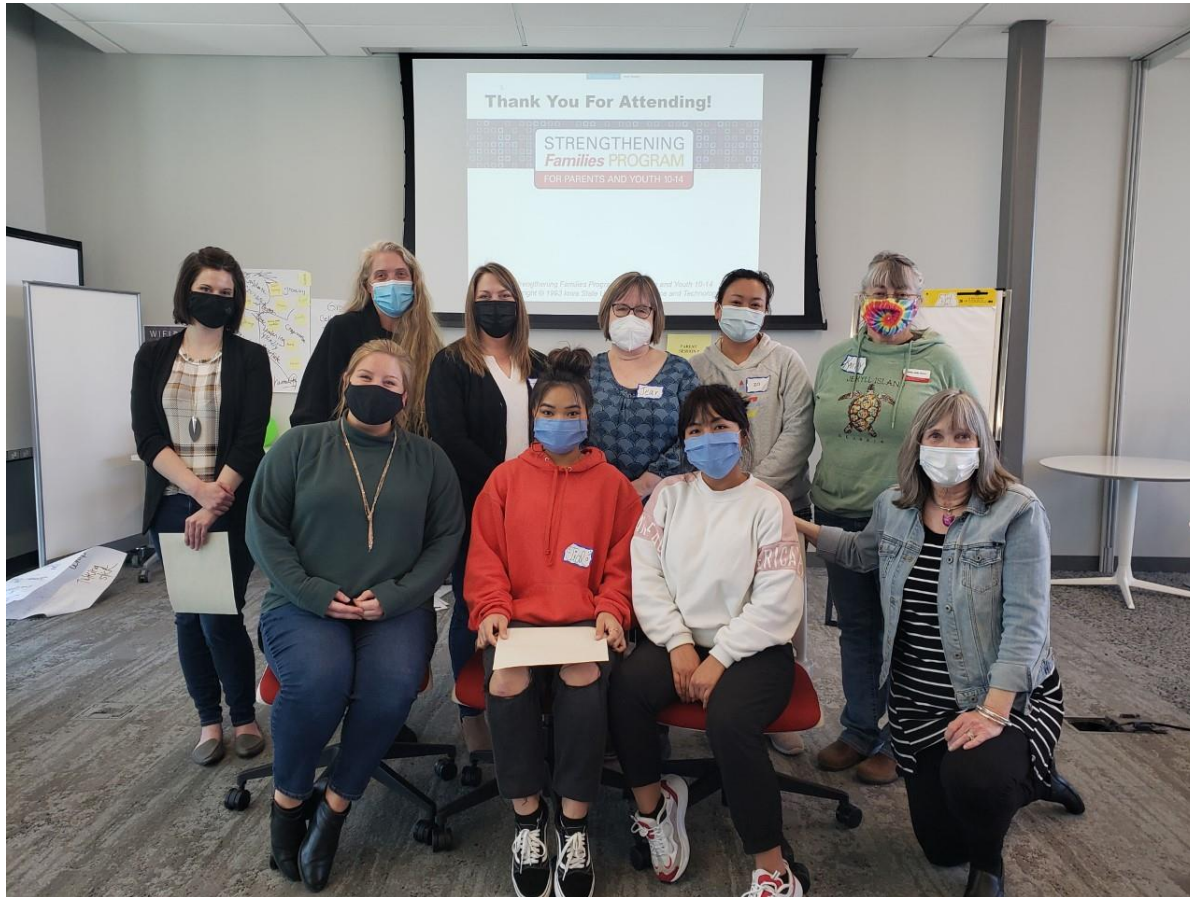
MARCH 13, 2020

Credit: CC0 Public Domain

The US state of Ohio likely has more than 100,000 people carrying the new coronavirus, the state health department

6:42 AM
4/20/2021

Would you help families in your local community when they need you the most?

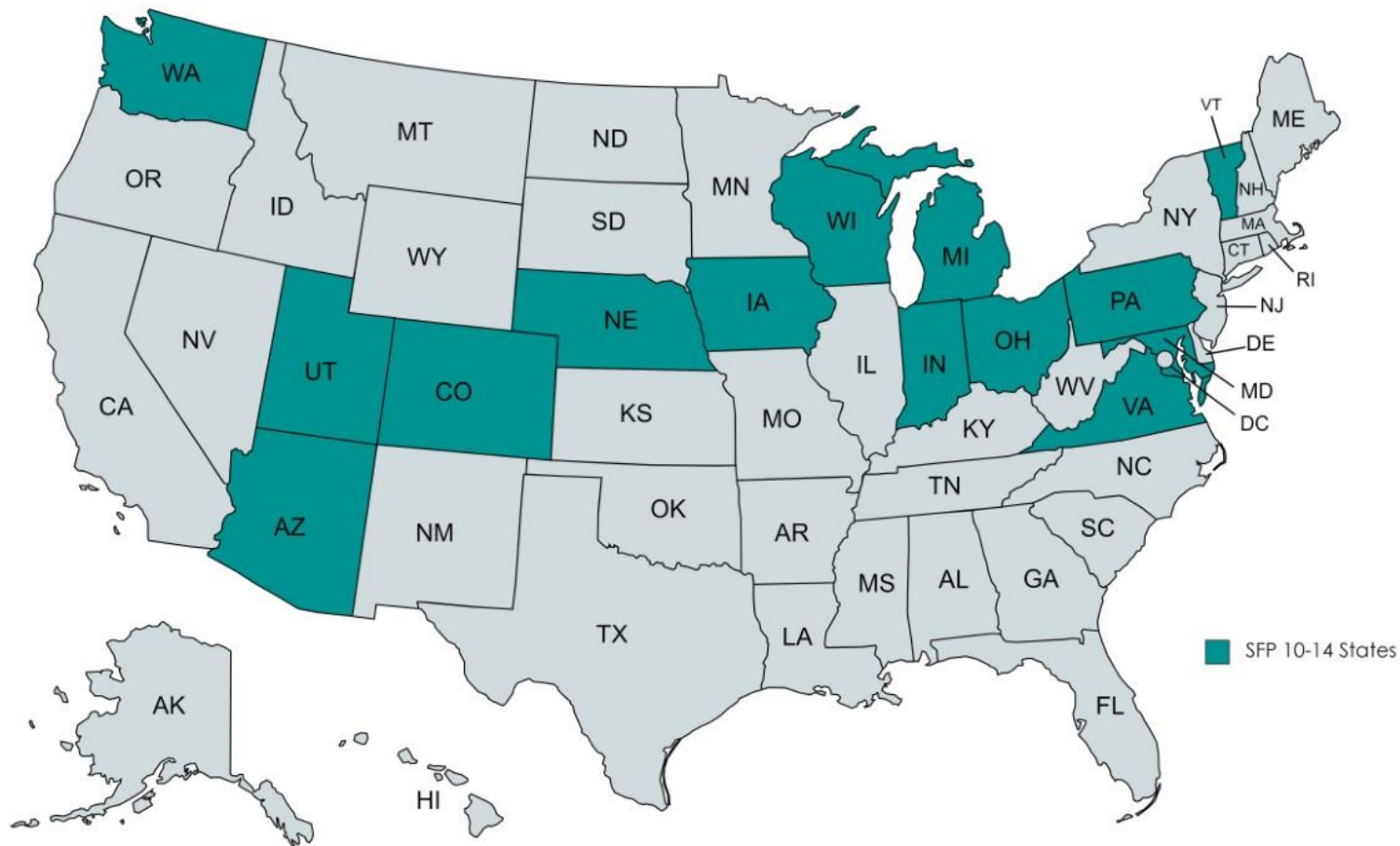


Staying Relevant in COVID-19 Pandemic

March 10, 2020
paused first
program in Ohio

April 20, 2021
Implementing
SFP 10-14
virtually in 14
states

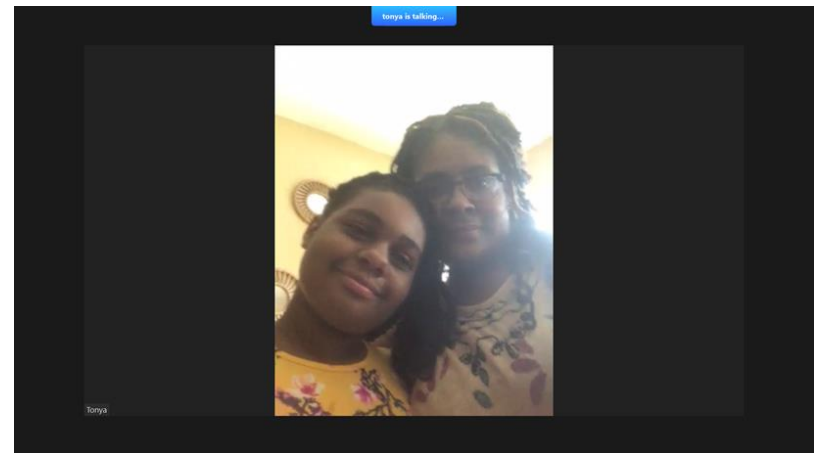
April 13, 2020
Piloted SFP 10-14
virtually in
Colorado and
Wisconsin



Created with mapchart.net

Why Did SFP 10-14 Pivot Quickly?

- Families needed us
- Drinking from home was glorified by the stars
- Cannabis stores were deemed essential businesses
- Child abuse reports were on the decline
- Anxiety & depression were prevalent
- Suicides increased



Core Components of EBPs

- Core components of an evidence-based program are the characteristics that must be kept intact when the program is being replicated or adapted, in order for it to produce program outcomes similar to those demonstrated in the original evaluation research

Core Component Categories

- What is taught – adherence to the curriculum
- How it is taught – quality of program implementation
- Logistics include the program setting, number of facilitators, dosage, and sequence of sessions

Online vs. Virtual

- Online learning is training or instruction through digital resources which allows the learner a self-paced approach to engage in content wherever or whenever it is most convenient for them. It is most often done in lieu of a live facilitator or trainer, but the e-learner has access to a variety of web-based resources, discussion boards, digital power point presentations, recorded lessons, and webinars.
- Virtual learning does some of the same delivery as online learning, but it is done in front of a live camera and microphone, in real time, and actively engages each participant in the delivery of content. It is highly interactive, it can reach more populations due to the flexibility of location, and it can be done safely in your own home while still having the ability to interact with other individuals and families.

Program Fidelity/Quality Assurance

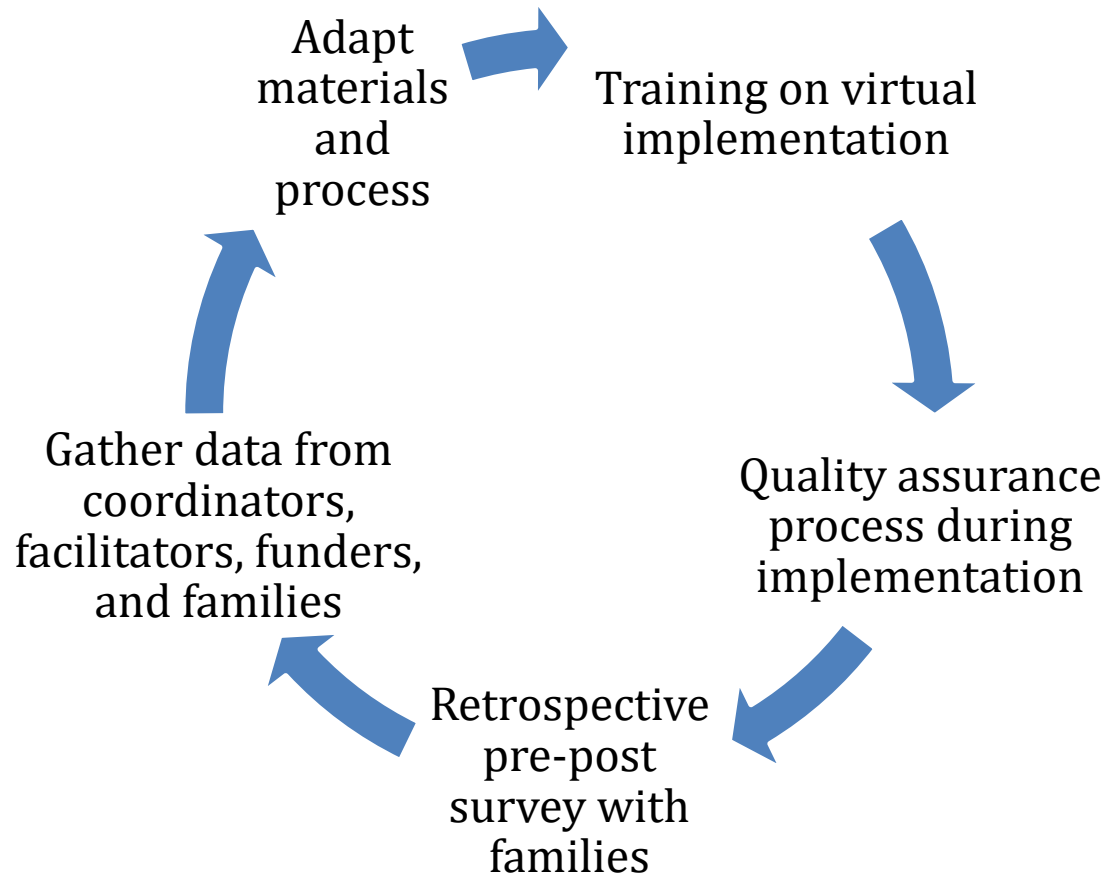
Planning for Implementation

- Recruit using non-traditional methods
- 7 weeks of planning meetings with ISU
- Dress rehearsals
- Delivery of supplies to families

Implementation

- SFP 10-14 developer observes virtual sessions with families
- Refine facilitator skills on the spot
- Developer debriefs after each virtual session with the families

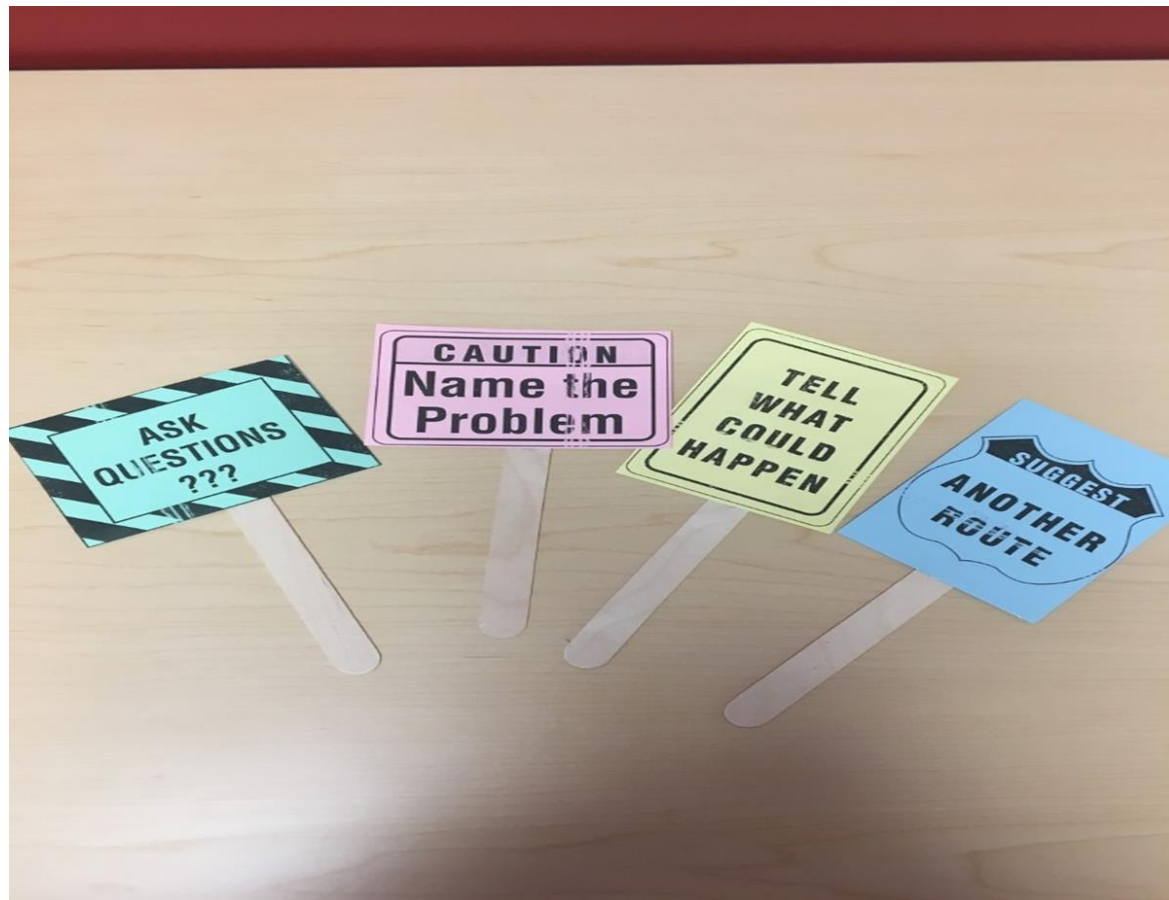
Process of Adaptation and Evaluation



Takes Teamwork



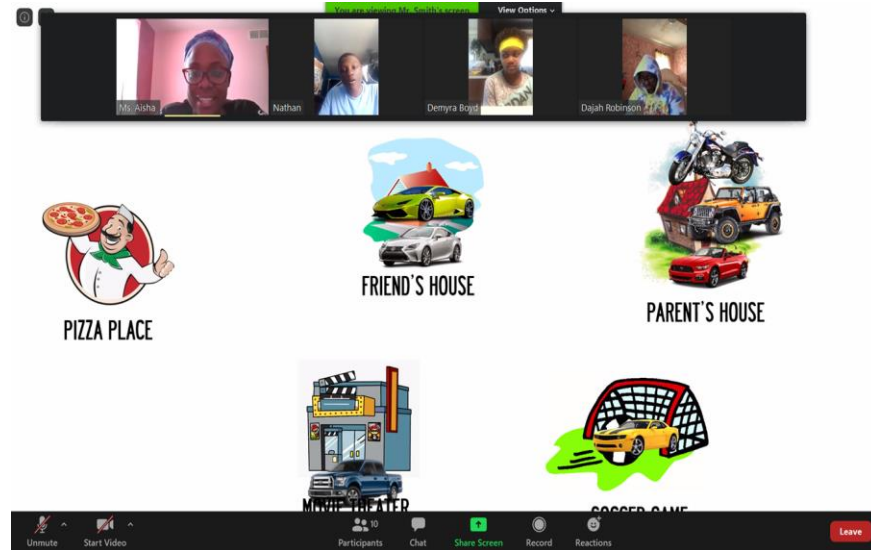
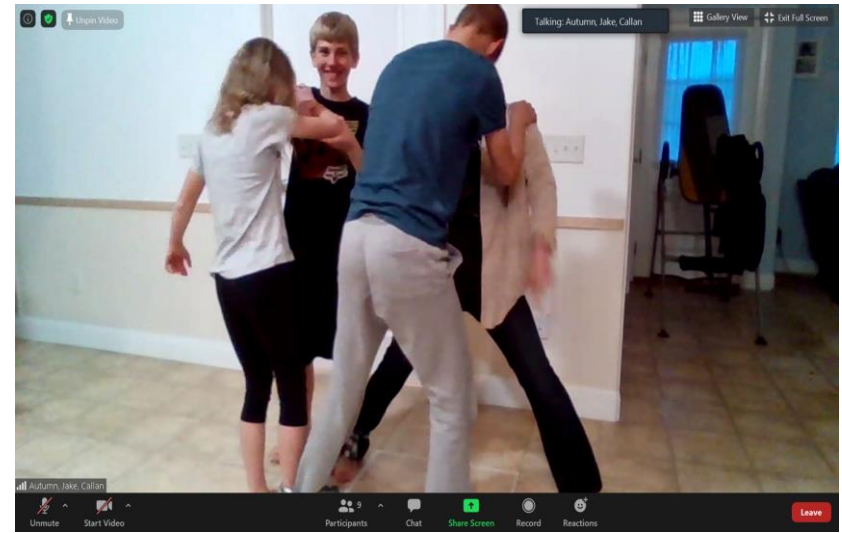
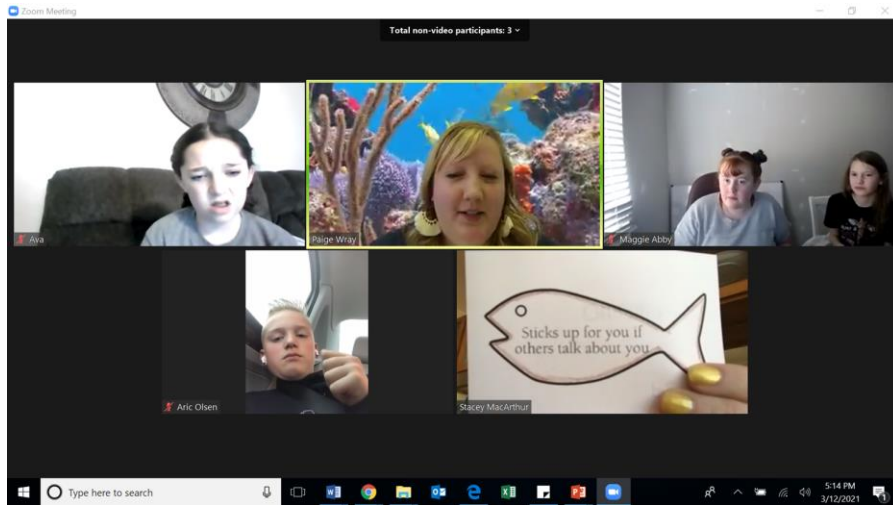
Takes Creativity



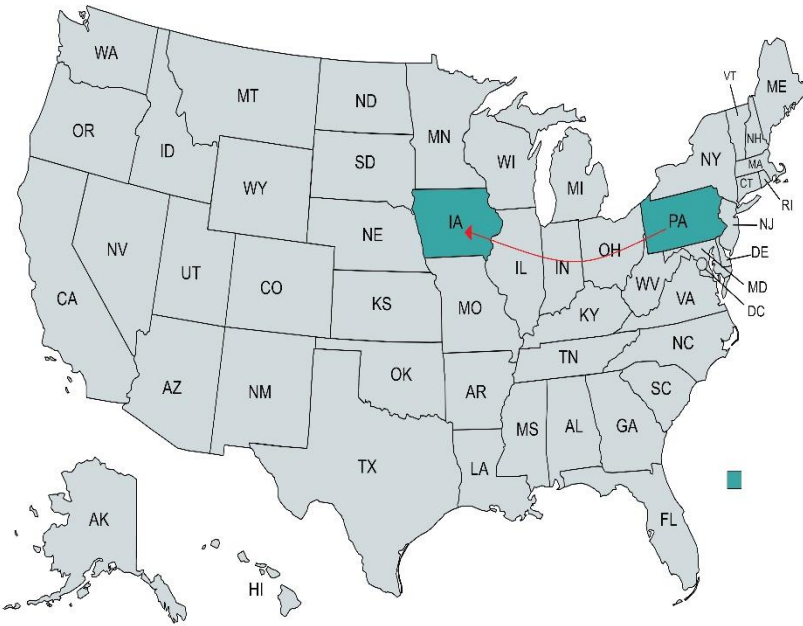
Takes Genuine Caring



Same Curriculum Different Delivery



Pros to Virtual Implementation



Created with mapchart.net

- Families and facilitators can cross state lines
- Can participate from work, bed, hospital
- Easier to serve hard to reach audiences
- Program developer's ability to monitor delivery and acceptance of adaptations

Cons of Virtual Implementation

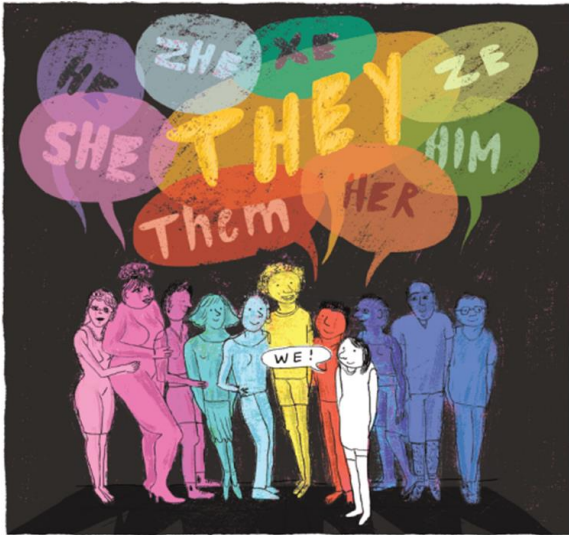


- Need high levels of commitment from facilitators
- Resource heavy
- Technology limitations
- Some think harder to engage???

Lessons Learned

- Low tech better
- Distractions are big
- Families can be engaged easily
- People of all ages can learn how to Zoom
- Door Dash doesn't always deliver
- People forget when unmuted
- Facilitators need to be vulnerable like families
- Families lose supplies
- Facilitator preparation is critical
- Fidelity to the curriculum is possible
- Abuse can be detected virtually

Staying Relevant in Changing Times



The story of Rin

SFP 10-14 moves to inclusive language in written materials in 2022

Staying Relevant with Different Audiences

2016 Office of Refugee and Immigrant Affairs for the City of Seattle start implementing SFP 10-14 (translated into Vietnamese and Tigrinya)

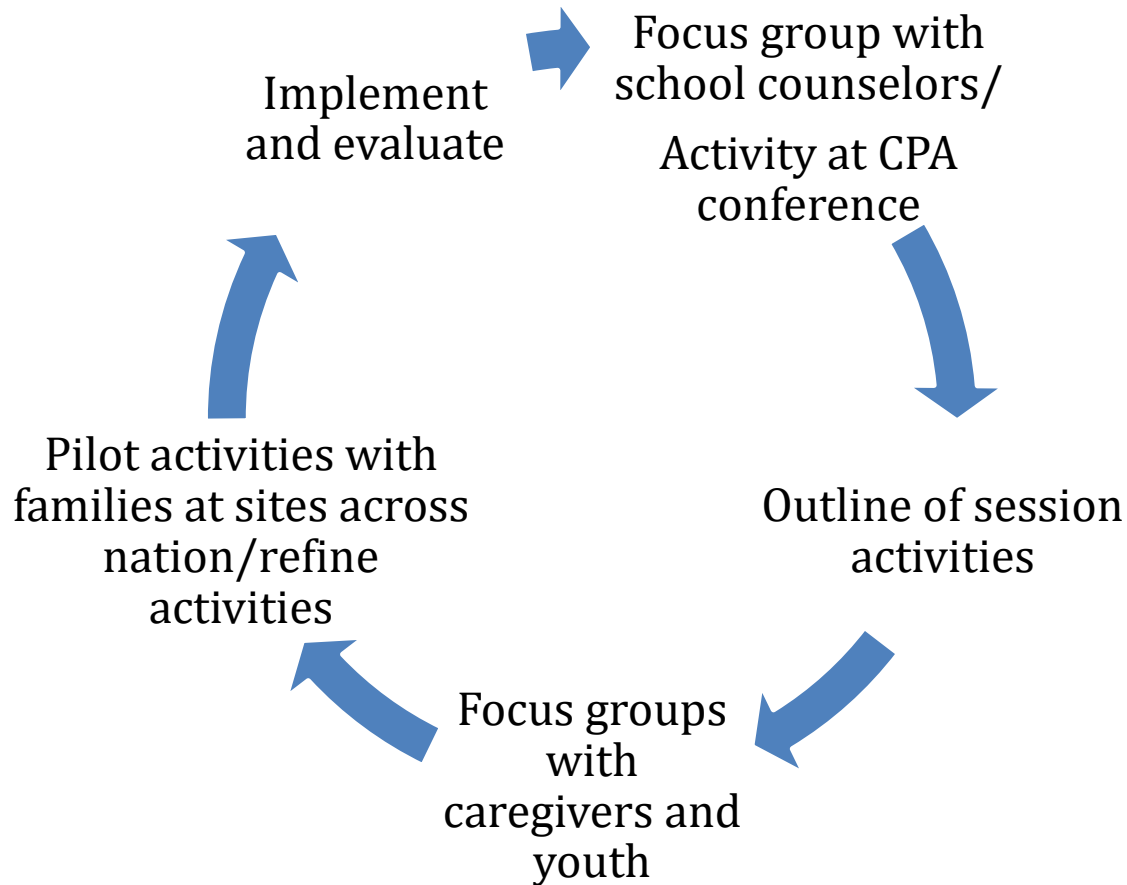
2021 Burmese/Myanmar refugee and immigrant families in Iowa start receiving SFP 10-14

2021 Des Moines (Iowa) Public Schools bilingual family liaisons trained 26 facilitators from over 10 different countries



SO NOW WHAT?

Development of “Boosting Family Strengths”



Development of “Boosting Family Strengths”

Youth topics

- If you had the chance to meet with youth, ages 10-12, for 3-4 hours, what topics would you talk to them about?
- If you had the chance to meet with youth, ages 12-14, for 3-4 hours, what topics would you talk to them about?
- How are youth demonstrating their need for belonging?

Caregiver topics

- If you had the chance to meet with caregivers for 3-4 hours, what topics would you talk to them about?
- What are youth’s most challenging behaviors that caregivers are dealing with?
- What barriers do caregivers experience today with their parenting?

Strengthening Families Program: For Parents and Youth 10-14

Visit us on the web:

www.extension.iastate.edu/sfp10-14/

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