



Wassay-Gezhig Na-Nahn-Dah-We-Igamig

A FAMILY APPROACH TO REDUCING RISK AND ENHANCING PROTECTIVE FACTORS: THE STRENGTHENING FAMILIES FOR THE FUTURE PROGRAM



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Presentation Overview

- Mmmm....chocolate
- Warm up
- What is Strengthening Families for the Future?
- Research
- How does it work?
- Making it happen in your community


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Raise your hand if...


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What is Strengthening Families for the Future (SFF)?

A PREVENTION PROGRAM FOR CHILDREN AGES 7 - 11 AND THEIR PARENTS




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History of Program:

- Dr. Karol Kumpfer (U.S.) - 1980's
- Materials adapted to the Canadian context
- Health Canada Best Practices


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Research: Evaluation Phase 2000-2005

- Funding Granted from NIAAA for Evaluation Research Project, "Families Working Together"
- Large Evaluation Study - Multiple Sites in Ontario, Canada and Buffalo, New York


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Research: The Study

- Five-year multi-site randomized control trial
- 674 families (Ontario/ Buffalo)
- Control group
- Assessments pre-test, 4 month post & 16 month follow-up

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Evaluation Highlights

- Attendance was good (average 8.6 sessions out of 14).
- Family satisfaction was excellent (96% would recommend the program to other parents).
- It works! Many positive effects on parenting and family function.

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Research: Effectiveness

- Improved family functioning
- More effective parenting techniques
- Reduced parental hostility and aggression
- Reduced symptoms of parent depression
- Reduction in children's externalizing behaviour problems
- Better child social skills
- SFF children displayed 37% reduction in alcohol sipping

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Overall Goal of SFF

Family Meal

+

Child Coping Skills Program
Parenting Skills Program

+

Family Skills Program

=

Improved family relationships



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<u>Components</u>	<u>Objectives</u>
Parent Skills Program	→ Build Parenting Skills
Child Skills Program	→ Build Child Skills
Family Skills Program	→ Improve Family Relations

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The Child's Game

- To increase "quality time"
- To increase amount of one on one time with child
- To practice giving positive attention and ignoring minor negative behaviour



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Child's Game Guidelines

- Observe and describe what the child is doing
- Can join in IF the child invites you
- Avoid asking questions, giving directions or criticizing the child
- Observe and describe their child's feelings

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The Child's Game

- Observe
- Clap when we're playing the game by the rules
- Do nothing when we're not playing by the rules

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Build Parenting Skills by:

- Increasing positive attention and praise
- Increasing parent's understanding and appreciation for the child (empathy)
- Increasing effective discipline skills (routines, structure and teaching about choices and consequences)

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Build Child Coping Skills by:

- Increasing communication, problem solving, peer resistance skills
- Improving recognition of their own and other people's feelings
- Reducing use of alcohol and other drugs and intentions to use

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The objective of the family component is to **improve family relations** by:

- Improving family communication
- Improving family organization and planning



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Unique features:

- Involves whole family/caregiver system
- Target group
- Partnership model
- Addresses barriers to participation



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Program Details

- 14 sessions + Booster Session
- Meal
- Separate one hour sessions for parents and children
- Final hour - Family Session

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Resiliency

Risk Factors

- Family chaos, lack of routines, rituals
- Lack of involvement/time together
- Isolation
- Historical trauma - residential schools
- Lack of supervision
- Harsh discipline

Protective Factors

- One caring adult
- Positive parenting
- Parental involvement
- Family routines, rituals and traditions
- Support in critical decision making
- Strong extended family and support structures

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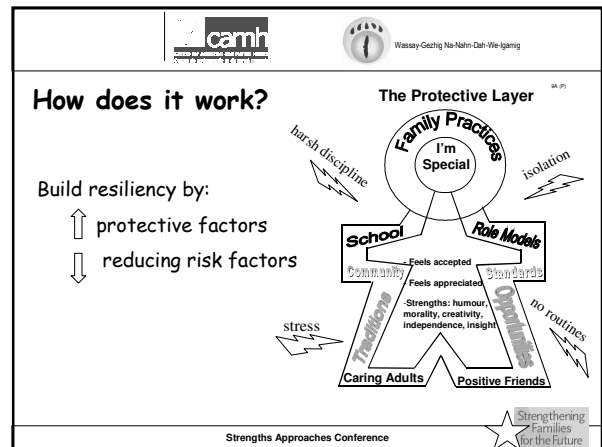
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Risk factors and overlapping problems

Risk factors	Substance abuse	Delinquency	Violence	Suicide	School drop out
Family conflict	X	X	X	X	X
Low Parental monitoring	X	X	X	X	X
Problems with family management	X	X	X	X	X

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For more information on Resiliency

Growing up Resilient:
Ways to Build Resilience in Children and Youth

Available at:

www.camh.net
1-800-661-1111

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Session Format:

- Format of each session is the same: Ice-Breaker, Skill-Building Activities, Closing Activities
- Skill building: tell, show, do and repeat!
- Home Activities
- Facilitators balance education with group process issues

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Main Topics - Child's Manual

- Session 1: Introduction
- Session 2: What are families?
- Session 3: Conversation Skills
- Session 4: Positive attention and praise
- Session 5: Feelings
- Session 6: Family meetings
- Session 7: Anger

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Main Topics - Child's Manual

- Session 8: Alcohol, tobacco and other drugs - impact on family
- Session 9: Prevention
- Session 10: Directions and consequences
- Session 11: Empathy
- Session 12: Problem solving
- Session 13: Stress, helpful comments and family values
- Session 14: Celebration and graduation

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What families liked best

"I like everything in the program, the people are great and what I'm learning is working."

"Being with the other parents (moms) that are in the same position."

"Being able to say what I want and not be judged."

"Having my children learn the same things that I am, makes things easier."

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Implementation in a First Nations Community

- Wassay-Gezhig Na-Nahn-Dah-We-Igamig and Kenora Chief's Advisory approached a community and introduced the program with the assistance of the NNADAP worker who was very instrumental in recruiting families
- Other partners included the FN school, Anishinaabe Aboriginal Child and Family Services and the local CAMH

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Implementation in a First Nations Community

- 9 families signed up for the program
 - 13 parents/caregivers
 - 16 children
 - 5 children required childcare
- Total number of participants was 29, although only 4 families completed all sessions
- Condensed the 14 sessions into 10

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Implementation in a First Nations Community

- Both the parents and the children were sad to see the program end, however they learned some valuable techniques to become a stronger family unit.

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How Can You Make it Happen?

- Who do you need to talk to about getting the program off the ground?
- What resources do you already have?
- What resources will you need?

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Making it Happen in Your Community

- Project Coordinator
- Four Facilitators, Two - Child Session, Two -Parent Session
- Final hour - Family Session, Two co-facilitate
- Child Care Staff
- Volunteers

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Logistics

- Time and date
- Facility
- Participant numbers
- Program costs:
 - office expenses, materials
 - meals
 - transportation
 - incentives



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STARTING UP THE PROGRAM

- Criteria for participating
- Promoting the program to schools, agencies with brochures, flyers, word of mouth
- Information interview
- Confirming participants

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How Do I Get More Information?

Who Do I Contact?

www.camh.net

Contact: Michelle Ott
michelle_ott@camh.net
807.468.6372

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Thank you!





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