

Cultural Adaptation of Evidence-based Programs (EBP) continued...

- 13. Support the new country to develop it's own training and dissemination system through capacity building,**
- 14. Pick out implementers from the new culture who are “true believers” and have the personal charisma to be trainers of other implementers,**
- 15. Co-train with them until they can run their own training workshops,**
- 16. Support grant writing and funding development efforts for new program, and**
- 17. Support web-site development, new videos.**

Results of SFP Cultural Adaptations

(Kumpfer, Alvarado, Smith, & Bellamy, Prevention Science, 2002)

- Five quasi-experimental studies evaluated results of cultural adaptations in Years 3-4 compared to original SFP in Years 1-2
 - **Recruitment and retention increased by average of 40% for cultural adaptations**
 - Outcomes basically identical, but slightly worse if adaptation involved reducing number of session or changing order
 - Cultural adaptations also accomplished by **hiring culturally competent group leaders**

SFP Youth Results Across Five Multicultural Studies

(Kumpfer, Alvarado, Smith, & Bellamy, 2002)

- Decreased depression
- Decreased conduct disorders
- Decreased aggression
- Increased cooperation
- Increased social competencies
- Increased school grades
- Increased number of pro-social friends
- Decreased tobacco, alcohol or drug use



SFP Cultural Adaptations

African-American, rural and urban

Pacific Islander version

Canadian version

Australian version

American Indian versions

36 countries (UNODC and PAWHO) including Swedish, Norwegian, Dutch, UK, Irish, Italian, Greek, Portuguese, French, Thai, Chinese, Burmese, Persian, German, Russian, Slovenian, Serbian, Croatian, Bosnian, Spanish for Central and South America, etc.

Culturally adapted versions got results similar to standard versions, but **much better recruitment, retention.** Key: recognition, respect for identity.

SFP course materials are culturally *sensitive*; delivery of SFP is always meant to be culturally *specific*.



SFP 7-17 Home-Use DVD Contents and Results

11 Lessons



SFP Home-Use DVD provides same Strengthening Families Program skills

➤ **11 video lessons with downloadable handouts**



Parents and kids watch together at home; pause DVD & practice skills



Print handouts off the DVD

Home-Use DVD: Systematic, fun way to learn SFP family skills



- Parents and kids watch together; pause the DVD and PRACTICE skills
- Real-life problems & solutions
- Complex relationship skills are broken down into small steps
- Downloadable handouts
 - ✓ reminders of skills
 - ✓ tracking behavior
- Inexpensive, effective

Technology increases learning

invoke visual memory + stories = increase recall

“At least one study has indicated that interactive technology can be an effective way to provide parent education to parents with intellectual disabilities (Gaskin, 2011).”

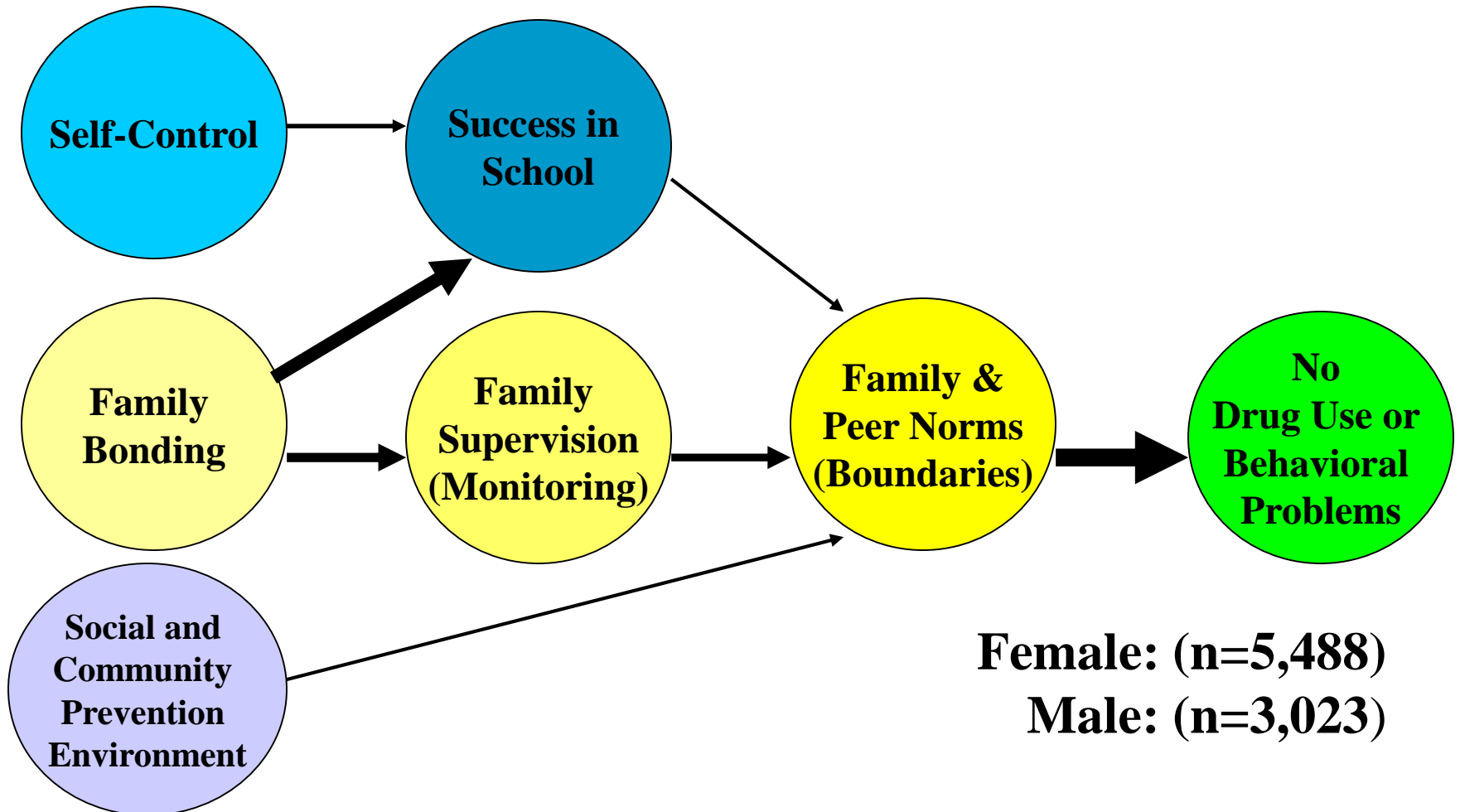
EXAMPLE: “Utah Family Support Center” DVD Home-Visits

- Mother: meth-caused brain damage - built her skills
- Father: brain damage from surgery – taught himself anger management skills using the SFP DVD

Protective Factors Leading to Positive Child Outcomes: Social Ecology Model

(Kumpfer, Alvarado, & Whiteside, 2003)

Width of arrows = strength of influence: Family Most Powerful



Targets Risk & Protective Factors with Research-Proven skill set to prevent youth substance use / abuse



1. BONDING / NURTURING

(create warm, loving relationships)

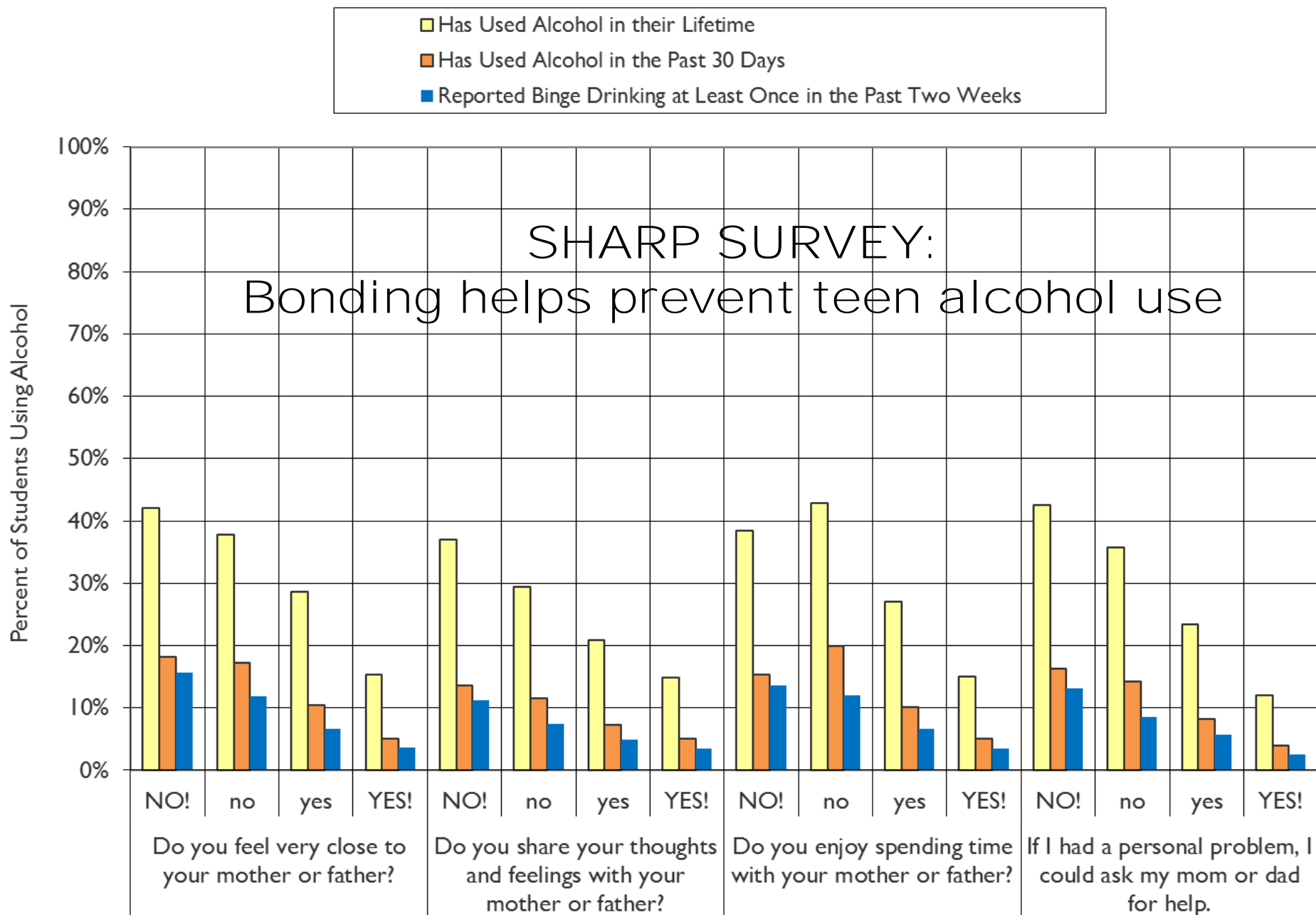
2. Setting BOUNDARIES

(clear firm rules and consequences)

3. MONITORING kid's activities

*(to see that they stay in alcohol and
drug-free social environment)*

Alcohol Use in Relation to Parental Bonding (2013)



Why Boundaries?

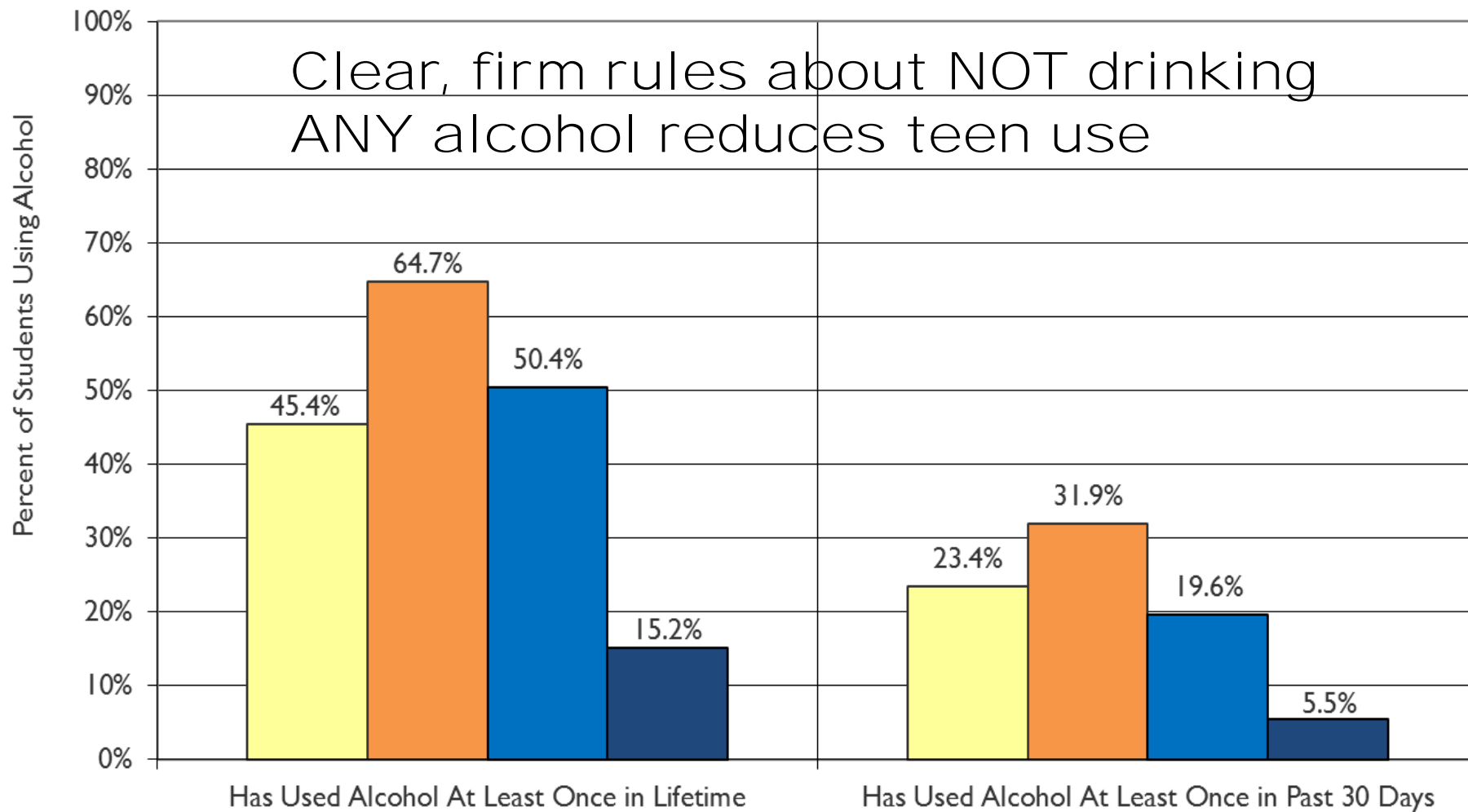
**“Unclear rules and expectations
leave kids vulnerable to
underage drinking.”**

(Institute of Medicine – Report to Congress on Underage Drinking: “Reducing Underage Drinking: A Collective Responsibility”)



Effect of Clear Rules and Expectations on Alcohol Use (12th Grade):

My parents have set clear rules and expectations with me about NOT drinking ANY alcohol.



Source: 2013 Utah Student Health and Risk Prevention Survey (SHARP)

NO! no yes YES!

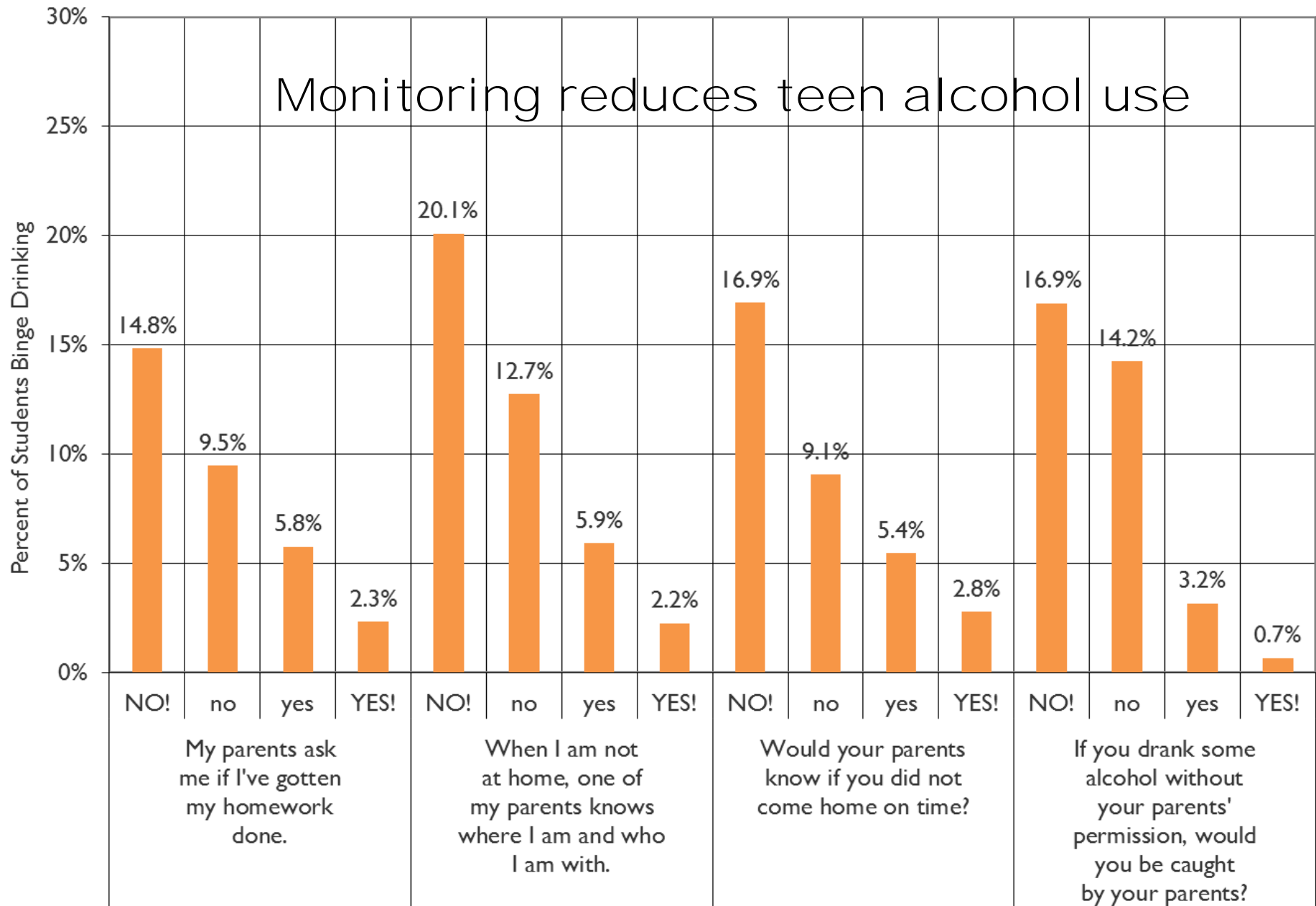
Why Monitoring?

“Trust – but verify.”

- The areas of the brain that encourage impulsivity and risk-taking develop early in teens, while the areas that improve self-control don't develop until the very late teens or early twenties.
- At some level, most kids appreciate parental monitoring. It's very real proof their parents love them enough to care about their well-being.

Binge Drinking in Relation to Parental Supervision/Involvement:

Monitoring reduces teen alcohol use



**To keep kids safe from
alcohol, drugs, delinquency, and
negative mental health outcomes,
parents MUST use
all 3 Protective Factors:**

Bonding + Boundaries + Monitoring

PRACTICE ACTIVITY:

EXPLAIN to “parent” sitting next to you:

What Bonding, Boundaries, and Monitoring are, and why all three types of skills are important to promote good mental health and help children stay alcohol and drug free.

INTRO Lesson:

Healthy Family Skills = Healthy Brain



Skills Taught:

- Eat dinners together
- Play one-on-one
- Use Mindfulness to squash the A.N.T.s

(Automatic negative Thoughts)

Risk & Protective Factors

- *Family Attachment*
- *Perceived risk of drug or alcohol use*

SFP 7-17 → Brain-healthy Focus

**ALL behavior is governed by
your brain activity**

Healthy brain = better behavior
“Nutritional Psychiatry”



Intro Lesson: Teaches parents and kids how the brain “wires” by practicing new skills & how good diet, exercise, positive thoughts, sleep, & Mindfulness help create a healthy brain



Lesson 1:

Notice & Compliment the Good Daily



Skills Taught:

- Notice the good
- Give “Reinforcing Compliments” Daily
- Cease to criticize

Risk & Protective Factors:

- *Family Attachment*
- *Family Bonding*
- *Increased Social Skills*

“REINFORCING COMPLIMENTS”



**Keep
4-1 ratio of positives
to negatives !**

1. Give it immediately
2. Be excited and sincere
3. Be specific – say exactly what they did right
4. Give a benefit – a kid-valued reason
5. Add a gentle touch



Have parents practice saying these phrases aloud

40 Phrases That Praise Putting deposits in your kid's "emotional bank account"



Say these phrases aloud on your own so that they will come to mind, and feel natural, as you seek opportunities to use them. Actively look for the good in all family members and give sincere compliments—especially to those who annoy you the most. Praise even their attempts at good behavior. You'll feel happier, and so will they. Only after people feel loved and accepted can they begin to change.

REINFORCING* COMPLIMENTS

- 1 I'm proud of you for...
- 2 Thanks for trying so hard on...
- 3 I'm pleased the way you...
- 4 How thoughtful of you to...
- 5 You've made real progress.
- 6 You did a good job on...
- 7 Keep up the good work on...
- 8 You are a natural at...
- 9 I like it when you...
- 10 That was a really good try.
- 11 That's a great improvement!
- 12 I'm pleased you...
- 13 I appreciate you being...
(so thoughtful, honest, persistent, kind, etc.)
- 14 That showed a lot of creativity.
- 15 I'm impressed with the way you...
- 16 Thanks for being so...
(responsible, organized, etc.)



EXPRESSING LOVE

- 17 I love you.
- 18 We make a great team.
- 19 I have fun with you.
- 20 I'm glad you're my son/daughter, husband/wife.
- 21 I enjoy spending time with you.
- 22 I'm glad you called.
- 23 If you're concerned / sad / hurting, I'm here to listen; help me understand.
- 24 You mean a lot to me.
- 25 You're right.

POSITIVE AFFIRMATIONS

- 26 Well done!
- 27 I like to hear your ideas.
- 28 Excellent work!
- 29 What a great job!
- 30 That's a good point. Thanks for sharing.
- 31 I'm sure you can do it; you've done hard things before.
(Or: I knew you could do it.)
- 32 Thanks for doing what I asked.
- 33 I couldn't have done it without you.
- 34 Wow! Cool! Way to go!
- 35 That's great! Give me five!
- 36 I like the way you're working!
- 37 You're on the right track.
- 38 Good thinking!
- 39 You're a great helper.
- 40 That's a great idea!

* Reinforcing Compliments: 1. Be immediate 2. Express delight 3. Describe behavior 4. Tell a benefit 5. Add a touch

Lesson 2:

Communication & Weekly Family Meetings



Skills Taught:

- L.U.V. Listen
- Use “I-Messages”
- Banish “Communication Boulders” (*speaking rudely*)
- Weekly Family Meeting

Risk & Protective Factors:

- *Family Bonding*
- *Family Attachment*
- *Increase in Social Skills*

Lesson 3: 5-R's Of Successful Families:

Rules, Rewards, Responsibilities, Routines, Rituals



Skills Taught:

- Make/Obey Fam. Rules
- Give Rewards
- Teach Responsibilities
- Set up Routines/Rituals

Risk & Protective Factors:

- *Poor Family Management*
- *Family Attachment*
- *Clear Standards*

Lesson 4:

Set Limits & Consequences



Skills Taught:

- Use Positive Discipline
- Teach Wanted Behaviors
- Give Fair Consequences
- Be Calm and Consistent
- Express Love Afterwards

Risk & Protective Factors

- *Clear limits*
- *Positive Discipline (not lax nor harsh)*
- *Consistent consequences*
- *Handle rebelliousness effectively*

Lesson 5:

Problem solving, Pre-problem solving, Negotiation



Skills Taught:

- Problem Solving
- Win-Win Negotiation
- Pre-problem solving
(*look ahead, avoid trouble*)
- Positive Refusal Skills

Risk & Protective Factors:

- *Problem solving*
- *Pre-Problem Solving to avoid anti-social behavior*
- *Good Refusal Skills*

Lesson 6:

Stress & Anger Management Skills



Skills Taught:

- Reduce Stress
- Trigger own “Relaxation Response”
- Track Anger Triggers
- Program brain with new pro-social responses

Risk & Protective Factors

- *Family Conflict*
- *Stress management*
- *Increase in Social Skills*

Lesson 7:

Goals & Contracts to Change Behavior



Skills Taught:

- Determine life's goals & track needed behaviors
- Make Contracts to Change
- Use Personal Conferences & Positive Criticism

Risk & Protective Factors:

- *Parental involvement in child's life*
- *Poor classroom behavior*
- *Low commitment to school*
- *Academic failure*

Lesson 8:

ATOD Hijacks Brain's Pleasure Motivation Center



Skills Taught:

- Recognize brain-harm of Alcohol & Drugs
- Parents use Bonding, Boundaries, Monitoring
- Positive Refusal Skills

Risk & Protective Factors

- *Parental attitudes favorable toward alcohol & drugs*
- *Perceived risk of drug or alcohol use*
- *High resistance skills*

Lesson 9:

Choose Good Friends; Monitor Kid's Activities



Skills Taught:

- Identify, make good friends
- Be a good example
- Use Refusal Skills
- Monitor all kids' activities
- Help provide healthy fun

Risk & Protective Factors:

- *Parental Monitoring*
- *Increase in Social skills*
- *Bonding to peers with healthy beliefs, standards*
- *Interaction with Anti-social/Drug-Using Peers*

Lesson 10:

Values, Traditions & Service



Skills Taught:

- Teach Family Values
- Establish fun traditions
- Recognize blessings & need to give to society
- Look for ways to serve

Risk & Protective Factors :

- *Opportunities for Pro-social Involvement*
- *Belief in a Moral Order*
- *Healthy beliefs, standards*
- *Strong neighborhood attachment*

SFP Lessons work by:

- Correcting erroneous attitudes - teaching parents a better way
- Correcting skill deficiencies in parents and kids as they practice skills, and track & report behavior



➤ **This changes their brain wiring and creates new healthy behavior patterns**

Use of DVD improves positive outcomes

One participant expressed :

“We saw our family in the DVD. Those parents and kids in the DVD went through the same situations we go through daily. You need to see things from the third person’s view to understand the situation correctly and the DVD showed us this. We could see where we go wrong, when we saw other people behaving in the same way we do.”



U of Utah Funded Evaluation

- 8 randomized matching inner city schools (6th & 8th grades/low and higher SES)
 - Half or 125 getting new SFP 7-17 yrs. Group Classes
 - Half or 125 Home-Use DVD only
- 58% ethnic families
- 55 DVD viewing parents took on-line survey using same SFP standardized test (21 Parenting, Family and Child outcomes) on June 10, 2011 (*first wave*), and May 8, 2012 (*second wave*)
- Preliminary results: Home-Use DVD produced nearly equivalent outcomes for much reduced cost: \$5 vs. \$1,500 per family to run a Group Class.

SFP Home-Use DVD Outcome Results

PARENTING: 100% of the 6 Parenting outcomes improved significantly using Home-Use DVD

Medium to large Cohen's d effect sizes compared to larger effect sizes for SFP 7-17 yrs Ten-Session Group Class

Home Use DVD - 10-session Class+DVD - 14-session SFP class

Parenting Cluster	d = .60	vs	.77	(.64 SFP norms)
Parental Involvement	d = .47	vs	.73	(.54 SFP norms)
Parenting Supervision	d = .63	vs	.77	(.61 SFP norms)
Parenting Efficacy	d = .55	vs	.68	(.56 SFP norms)
Positive Parenting	d = .53	vs	.67	(.54 SFP norms)
Parenting Skills	d = .39	vs	.59	(.47 SFP norms)

SFP Home-Use DVD Outcome Results

FAMILY: 100% of the 6 Family outcomes significantly improved using Home-Use DVD

Medium to large Cohen's d effect sizes compared to larger effect sizes for SFP 7-17 yrs Ten-Session Group Class

Home Use DVD - 10-session Class+DVD - 14-session SFP class

Family Cohesion	d = .46	vs .66	(.51 SFP norms)
Communication	d = .66	vs .72	(.67 SFP norms)
Family Conflict	d = .20	vs .40	(.20 SFP norms)
Family Organization	d = .70	vs .74	(.68 SFP norms)
Strengths/Resilience	d = .69	vs .78	(.66 SFP norms)
Family Cluster	d = .69	vs .81	(.70 SFP norms)

SFP Home-Use DVD Outcome Results

TEEN / YOUTH: 71% of the 6 Child/Teen outcomes significantly improved using Home-Use DVD
(except Hyperactivity and Criminality; very low at pre-test)

Medium to large Cohen's d effect sizes compared to larger effect sizes for SFP 7-17 yrs Ten-Session DVD Class

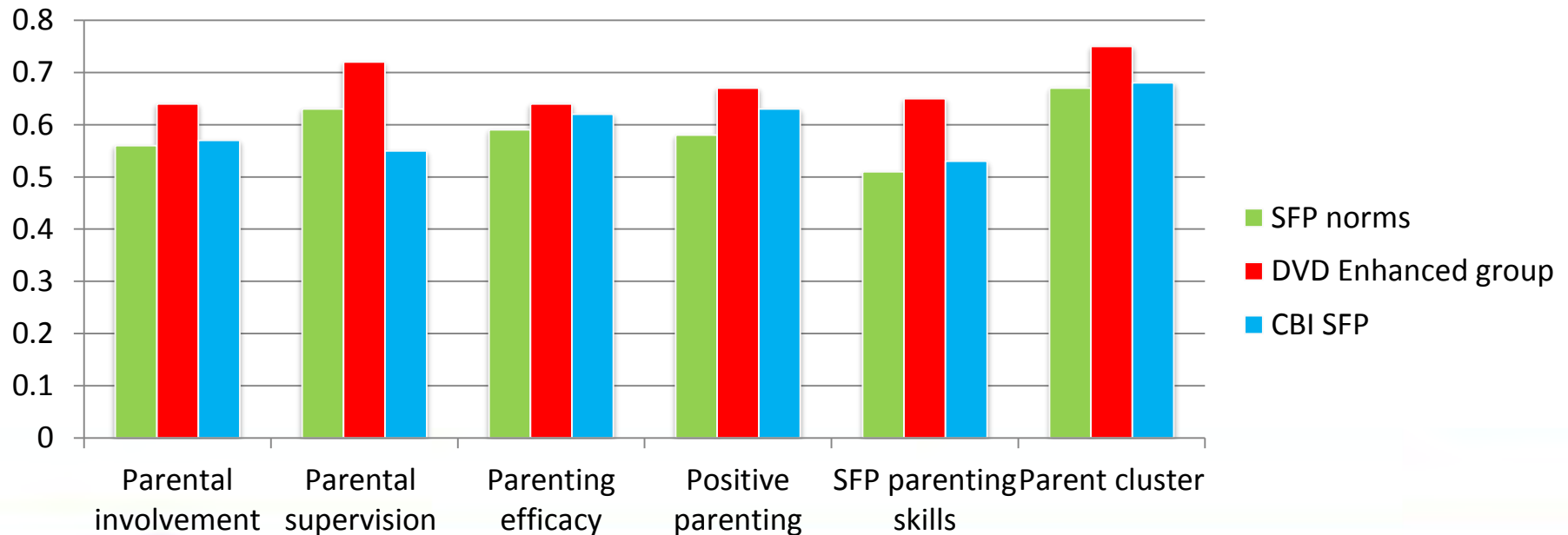
Home Use DVD - 10-session Class+DVD - 14-session SFP class

Overt Aggression	d = .51	vs .63	(.31=SFP norms)
Covert Aggression	d = .56	vs .74	(.18=SFP norms)
Social Skills	d = .36	vs .55	(.37=SFP norms)
Depression	d = .31	vs .40	(.26=SFP norms)
Concentration	d = .56	vs .74	(.51=SFP norms)
Child Cluster	d = .56	vs .77	(.47=SFP norms)

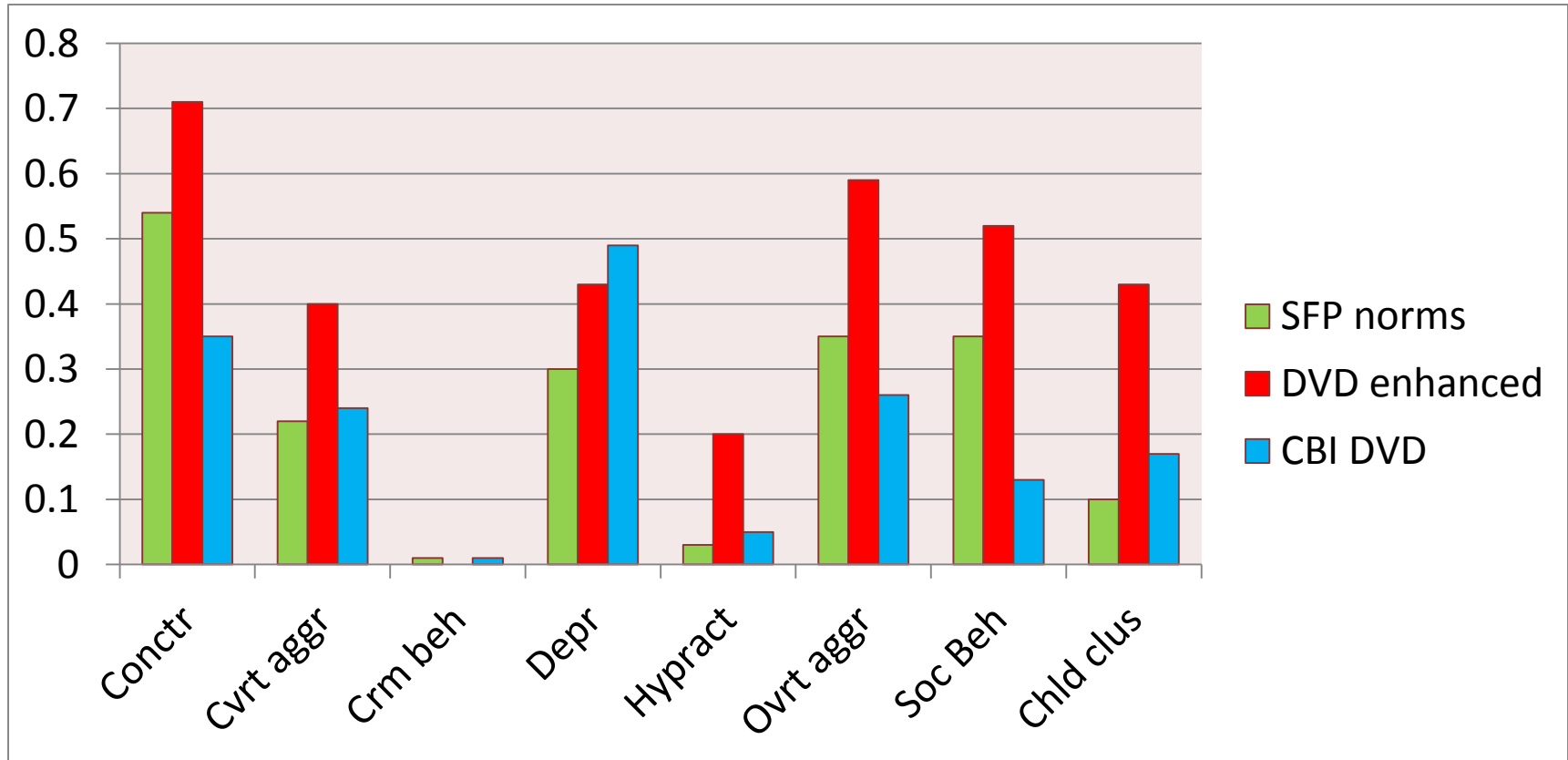
Parenting Outcomes of SFP 7-17 DVD

LEGEND:

- SFP norms = 5000-family data base collected by Dr. Kumpfer over multiple years
- DVD enhanced group = SFP 7-17 Group Classes with SFP-DVD clips
- CBI SFP =(computer-based instruction) **SFP DVD viewed at Home**

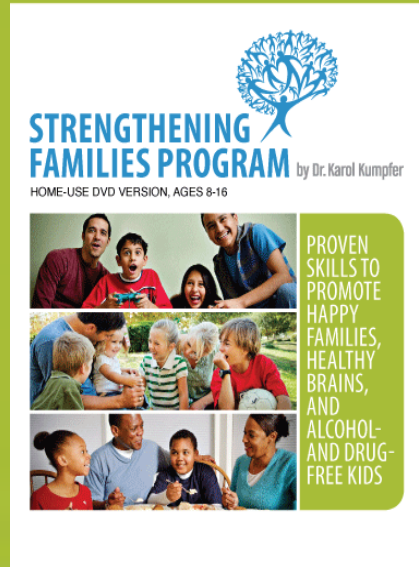


Youth Outcomes - SFP 7-17 & DVD



*Children in study referred to SFP class by their schools for delinquent behavior; however, criminal behavior self-reported (erroneously ?) so low as to not show significant effect

5 Ways to Use SFP



1. Family viewing at home



Useful for:

- **Low risk high-functioning families**
- **Court ordered families**

(Incentives: Includes a page of Home-Study Questions families must answer on each lesson; and return completed assignments to Probation Officer)



2. Family Discussion Groups

- Parents & kids watch SFP DVD together
- Led by 2 trained Family Coaches
- DVD paused, discussion questions asked
- Families think, discuss, answer questions
(to create attitude shifts)
- Families practice skills
(to improve skill deficits)



3. SFP 7-17 Group Class Curriculum –

DVD video clips are used during class lessons to teach & illustrate concepts



4. In-home viewing with **“Family Coach”** *(case worker)*

**Useful for:
severely
at-risk kids and parents**



5. School Health Class

- *7th grades w/ 3 homework assignments*

**Intro Lesson = Brain development*

**Lessons 8 & 9 = alcohol /drug use; parental monitoring*

- **Teacher PPT lessons + in-home mandatory viewing with parents**
(all available free on internet)

**RESULT: 8th grade binge drinking
DECREASED in SLC schools from 12.5% in
2011 to 6.4% in 2012**



Figure 5: 8th Grade SHARP Alcohol 30-day Use and Binge Drinking Rates

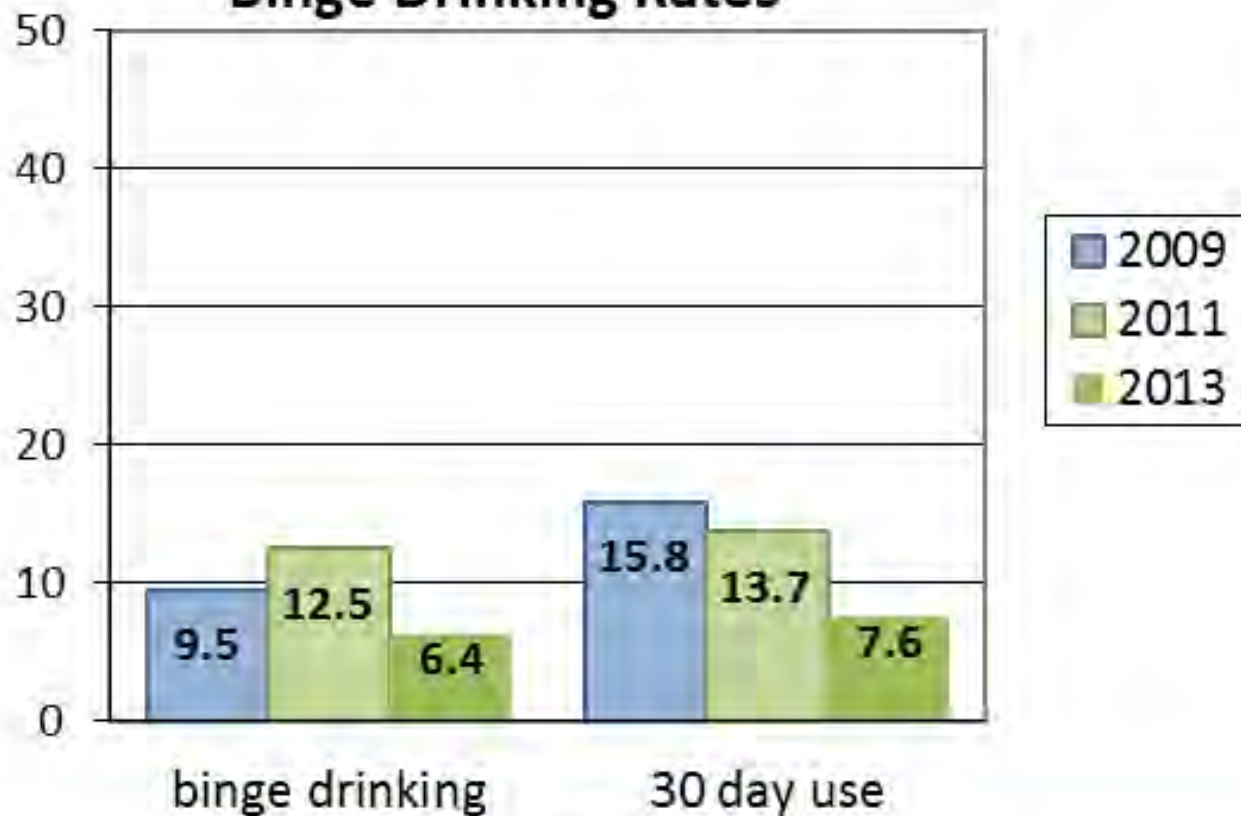
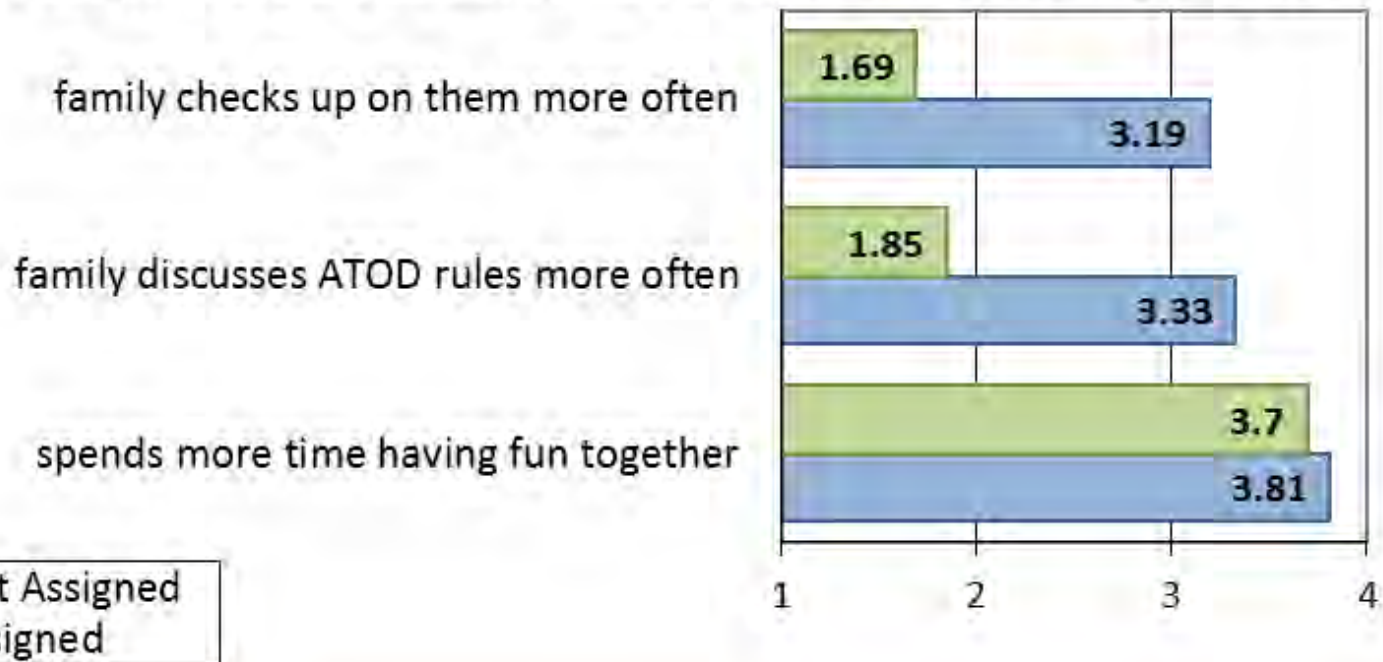


Figure 4: Average Agreement on Family Outcomes for Students Assigned the DVDs Compared to Students Not Assigned the DVD



Benefits of Mindfulness Training



Improves physical and mental health & provides skills to reduce behavioral disorders

- Provides powerful coping mechanism to deal with anxiety and emotional pain vs. resorting to mal-adaptive behavior
- Helps trigger Relaxation Response (*replaces “fight or flight”*)
- Increases density of PFC* = better Emotional Regulation
- Teaches kids to check in with their “Inner Quiet Center” before making critical choices
- Trains people to be non-judgmental; give up Hot Thoughts
- Triggers feel-good brain chemicals: serotonin, nitric oxide

* *Prefrontal Cortex – the good judgment part of the brain*

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