



The Parent Project[®] Final Evaluative Report

Butler and Preble Counties, Ohio
2016-2017

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Overview of the Butler and Preble Counties Parent Projects

The Parent Project is a comprehensive training program for parents and/or caregivers to help them manage adolescent behavior. Parents of adolescents with a pattern of truancy or suspension/expulsion occurrences were targeted for this project. Program goals included enhancing parenting skills by providing concrete specific solutions to address problematic behavior, fostering a stronger parent-child relationship, and providing emotional and practical support. Trained facilitators helped parents learn and practice interventions for a wide range of destructive behaviors and offered practical and emotional support. The trained facilitators all successfully completed a forty-hour Parent Project train-the-trainer course.

Parent Project classes were 10 weeks in length and were held in a classroom setting. The curriculum facilitators taught concrete identification, prevention, and intervention strategies for the most destructive of adolescent behaviors, including poor school attendance/performance, alcohol and drug use, gang involvement, incidents of running away, and violent behaviors. Parents attended the program for 3 hours each night for the first six weeks and 2 hours each night for the remaining four weeks. At the conclusion of the program, parents were encouraged to continue with parent-led support groups within the community using group facilitation skills they acquired through the curriculum.

The following report includes:

- Demographics of the participants
- Analysis of pre- and post-test quantitative and qualitative data taken from:
 - Problem Identification
 - Family Functioning Questionnaire
 - Alabama Parenting Questionnaire
 - Strengths and Difficulties Questionnaire, Short Form
 - Parent Empowerment Scale
 - Why Try Measure
 - Recidivism data for Butler County
 - Multi-Year Evaluation Data
- Summary and recommendations

Demographics

A battery of demographic information was collected on participants in the Parent Project. Demographic questions are separated into a parent/caregiver section and a child section.

Butler County:

BC Parents/Caregivers:

In total, one hundred and twenty-eight (128) caregivers completed the demographic questionnaire for the Parent Project evaluation for classes in Butler County. 80 caregivers completed both pre-and post-test questionnaires (13 parents/caregivers had more than one child participate; as such, they are only counted once for the parent demographic questions), 48 dropped out (5 caregivers had more than one child participate). Of the 91 attendees who have ‘sessions completed’ data recorded, 69.6% of parents or caregivers completed all ten sessions, 17.3% completed nine sessions, 3.3% completed eight sessions, and 3.3% completed seven or fewer sessions. The fewest number of sessions attended was one session (1 caregiver). Session attendance was counted for each caregiver’s child. 6 caregivers did not respond to this question.

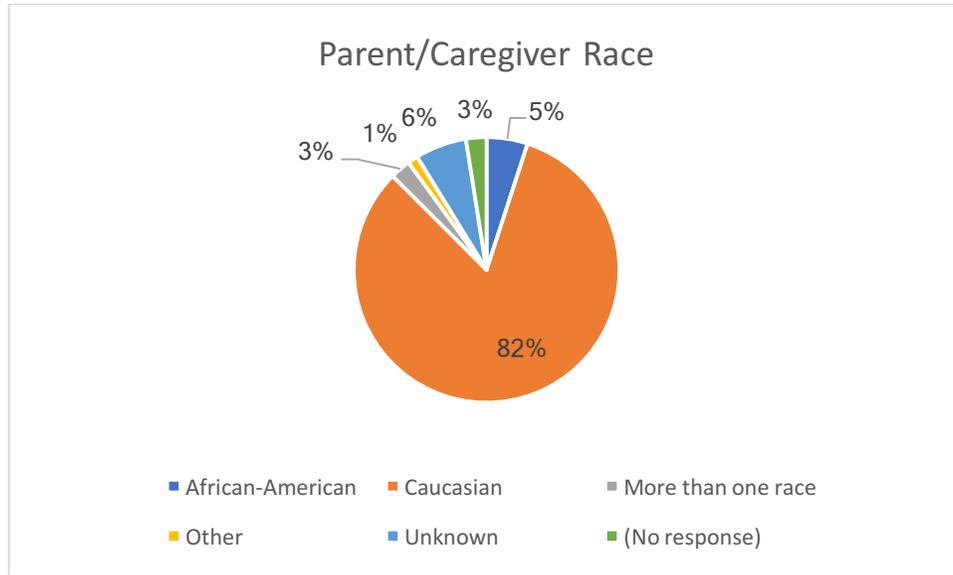
Table 1: Number of sessions completed by families in Butler County

Sessions Completed	#
0 sessions	0
1 session	1
2 sessions	0
3 sessions	0
4 sessions	0
5 sessions	0
6 sessions	2
7 sessions	0
8 sessions	3
9 sessions	16
10 sessions	64
(No response)	5
	91

Of the 146 total participants (including multiple children and those who dropped out), nearly half of all participants were reported “Successful completion” (47%), 12% listed as “Successful attendance,” 1% dismissed, and 36% having dropped out.

For the remainder of the demographic section, only caregivers/parents who did *not* drop out will be included. Caregivers were predominantly White (82%), Non-Hispanic/Latino (88.9%) women (80.2%), who are, on average, 41.6 years old (age range of attendees was 30 to 72 years of age).

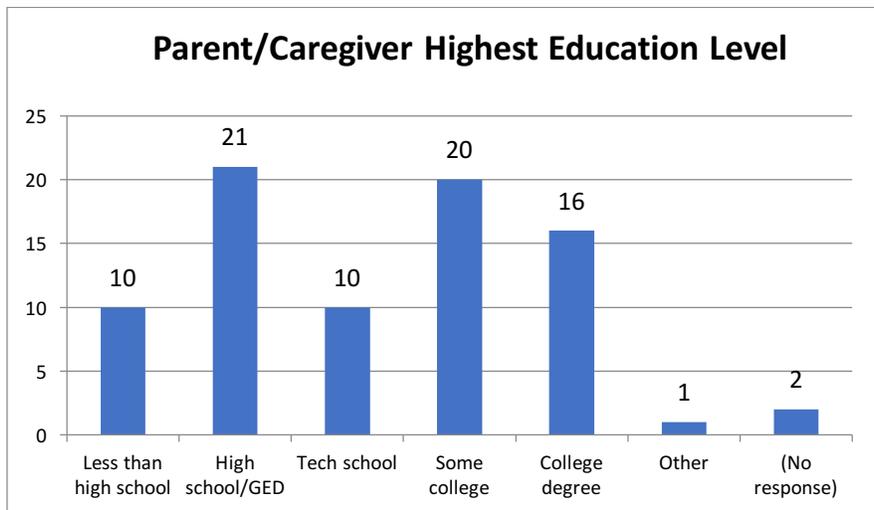
Figure 1: Parent/Caregiver Race – Butler County



The parents and caregivers involved in The Parent Project most frequently have an income between \$10,000 and \$19,0000 per year (24%). Nearly half (47%) of all adults have an average income of \$29,000/year or less. When considered with the fact that most of the caregivers participating are women who may be leading single-parent households, this reflects a lower income level compared to the county average for women (\$37,094), and is substantially lower than the median family income (\$54,788).

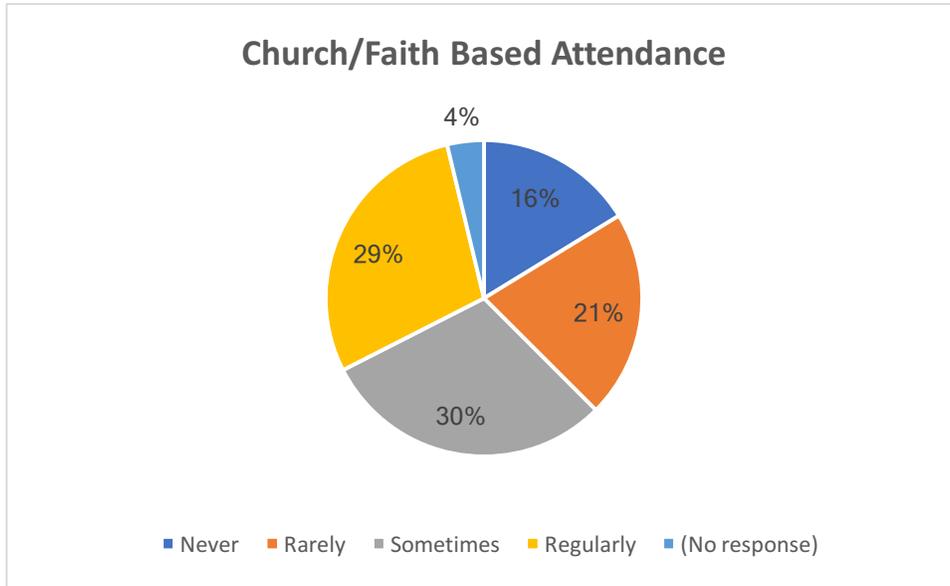
Of the 80 caregivers who provided information about their highest level of education, 26% obtained their high school diploma/GED, 25% attended “some college”, 20% obtained a college degree, 12% did not complete high school, and 13% attended technical school.

Figure 2: Parent/Caregiver Education – Butler County



Most of the children in the Parent Project came from households with 1-2 adults (87.5%). Approximately even percentages of families attended church or faith based services rarely, sometimes, or regularly. 16% report never attending services, and 4% did not respond. The largest percentage (30%) of respondents indicated that they attended church/faith-based services “sometimes.”

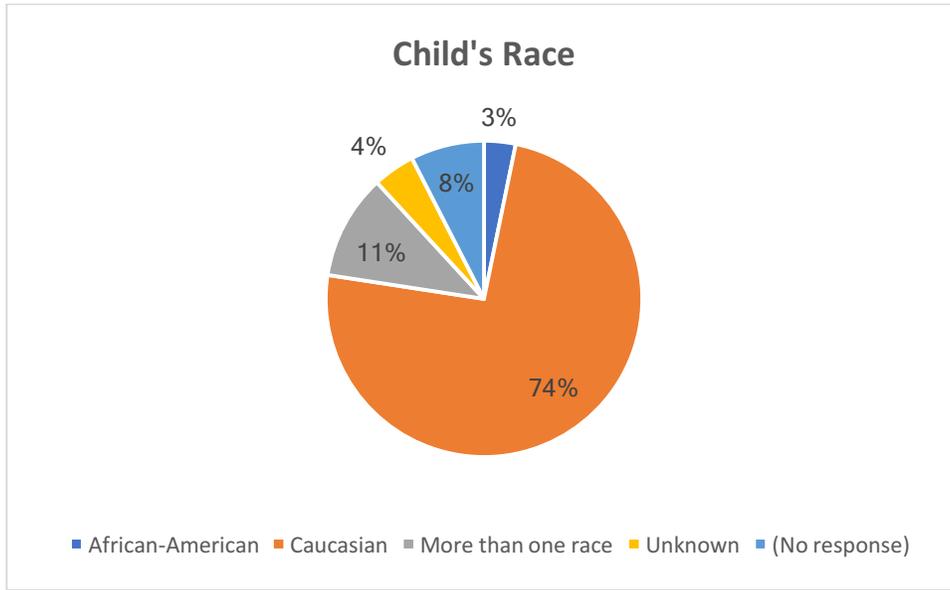
Figure 3: Church/Faith-Based Service Attendance



BC Children:

Of the 93 children participating in Butler County’s Parent Project evaluation who had completed demographic forms, a majority were Caucasian (74%), non-Hispanic/Latino (82.8%) males (53.8%).

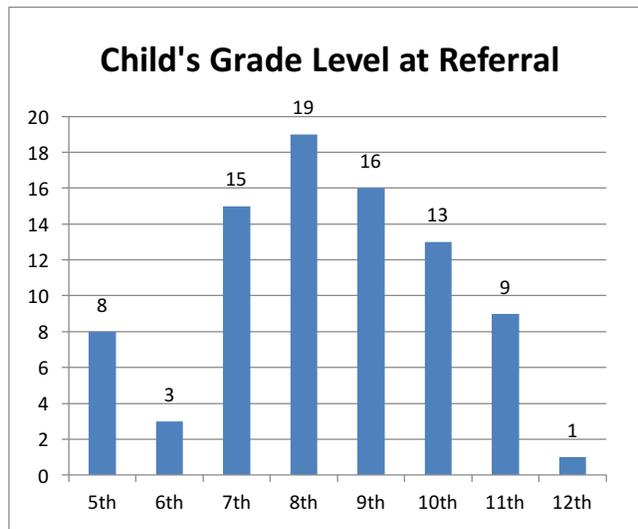
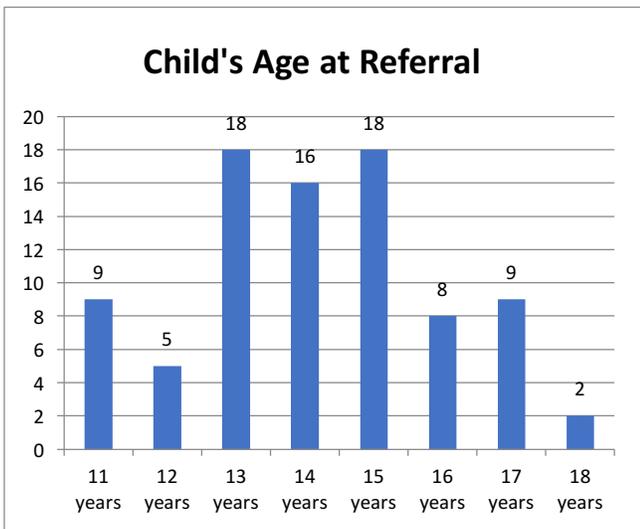
Figure 4: Child Racial Breakdown – Butler County



The minimum age for youth participants was 11 and the maximum was 18 years of age. The age occurring most often (the modal age) was 15 (n=18) and the average age (the mean age) was 14.2 years old. Upon referral, the modal grade the children were in was 8th grade.

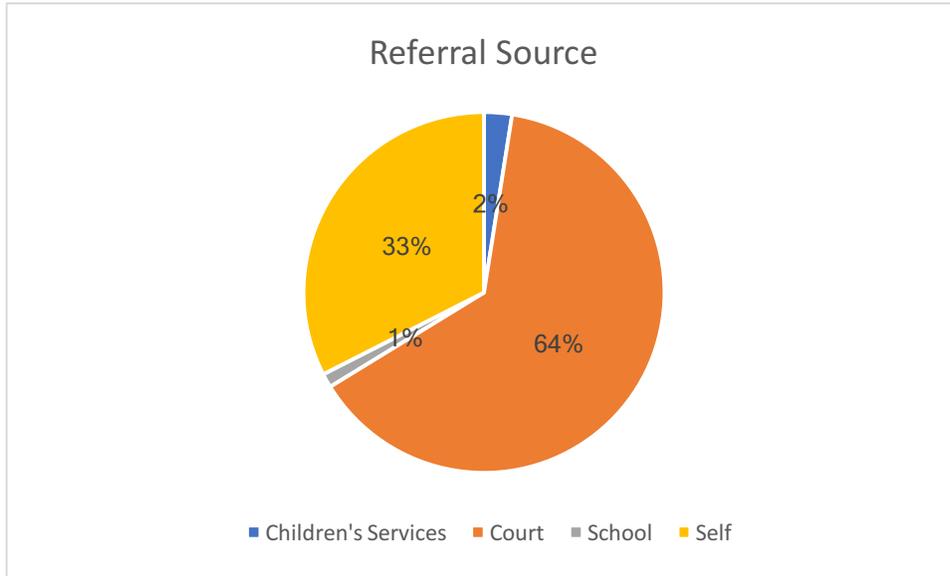
Figure 5: Child's Age at Referral – Butler County

Figure 6: Child's Grade at Time of Referral – Butler County



Participants who listed a referral source were most often referred by the court (64%).

Figure 7: Referral Source – Butler County



Of the children in Butler County, most attended school in Hamilton City School District (see Table 2).

Table 2: Home School Districts – Butler County

Home School District	#
Hamilton City School District	29
Fairfield City School District	13
Middletown City School District	12
Lakota Local School District	11
(No response)	9
Talwanda City School District	7
Ross Local School District	4
Monroe Local School District	3
ECOT	1
Edgewood City School District	1
Home School	1
New Miami Local School District	1
Preble Shawnee School District	1

Preble County:

PC Parents/Caregivers:

Twenty total caregivers in Preble County completed the demographic questionnaire. One parent was reported as “Dismissed” (5%), three were reported as “Other” (15%), and the rest as “Successful completion” (80%). Of the 17 attendees who have ‘sessions completed’ data recorded, 29.4% parents or caregivers completed all ten sessions, 29.4% completed nine session,

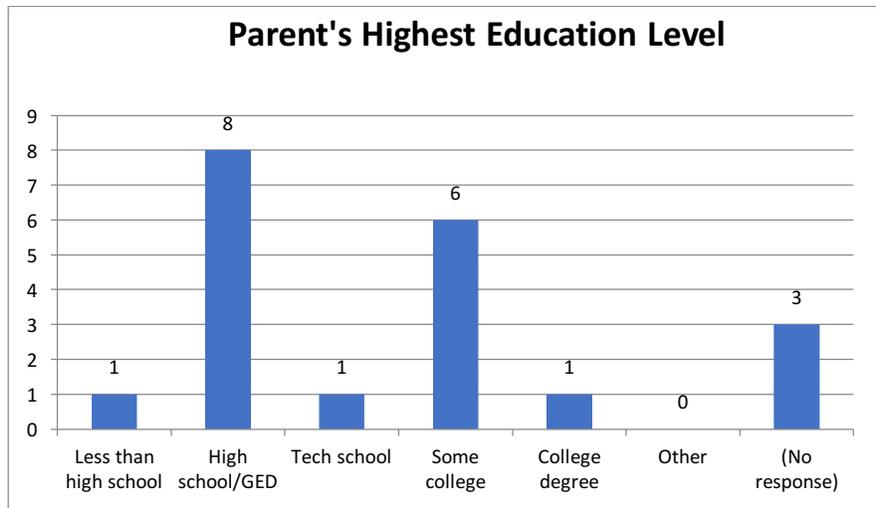
29.4% completed eight sessions, and 11.8% completed seven or fewer sessions. The fewest number of sessions attended was three sessions (1 caregivers).

Table 3: Sessions completed by parents/caregivers in Preble County

Sessions Completed	#
0 sessions	0
1 session	0
2 sessions	0
3 sessions	1
4 sessions	0
5 sessions	0
6 sessions	0
7 sessions	1
8 sessions	5
9 sessions	5
10 sessions	5
(No response)	3

Three quarters of the parents or caregivers were female (75%). Nearly all caregivers were Caucasian (95%), non-Hispanic/Latinos (90%) between 35 and 59 years old ($M = 43.7$). Income data was not collected for Preble County. Of the caregivers who provided information about their highest level of education, 40% obtained their high school diploma/GED, 30% attended “some college”, 5% obtained a college degree, 5% did not complete high school, and 5% attended technical school.

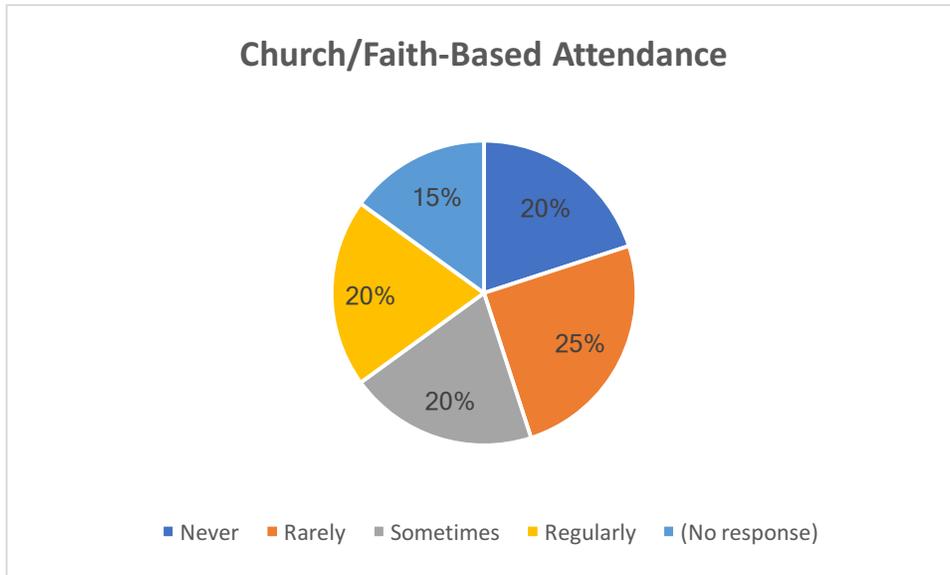
Figure 8: Parent/Caregiver Highest Level of Education – Preble County



Preble County parents and caregivers all report coming from households with 1 or 2 adults (30% 1 adult; 55% 2 adults; 15% no response). Families reported their attendance of church/faith-based services as “never,” “rarely,” “sometimes,” “regularly,” or did not respond in

approximately equal percentages. Most parents/caregivers report attending services “rarely” (25%).

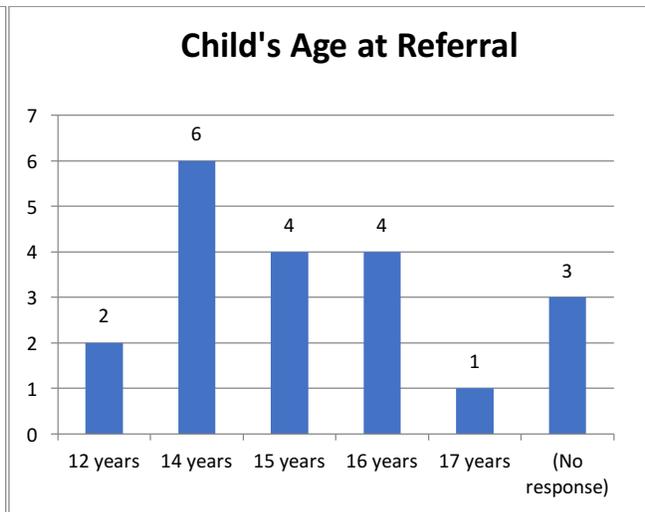
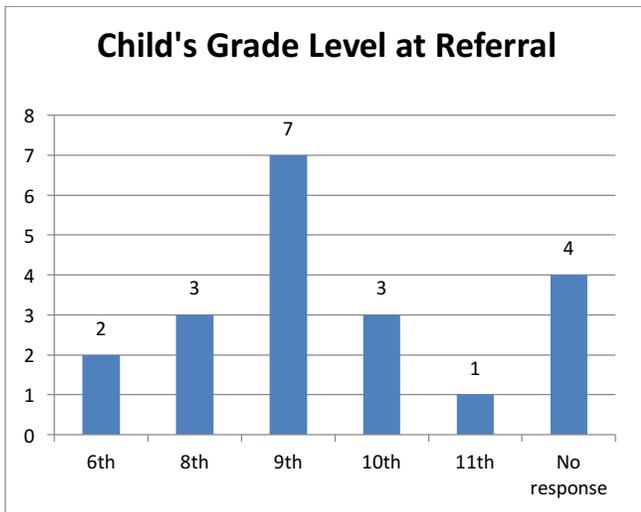
Figure 9: Parent/Caregiver Faith-based Service Attendance – Preble County



The parents or caregivers who completed the demographic questionnaire reported that their children are predominantly male (81.3%), White (100%), non-Hispanic/Latino (94.1%), and between 12 and 17 years old ($M= 14.6$). Youth in Preble County were most often referred in 9th grade (minimum = 6th grade; maximum = 11th grade).

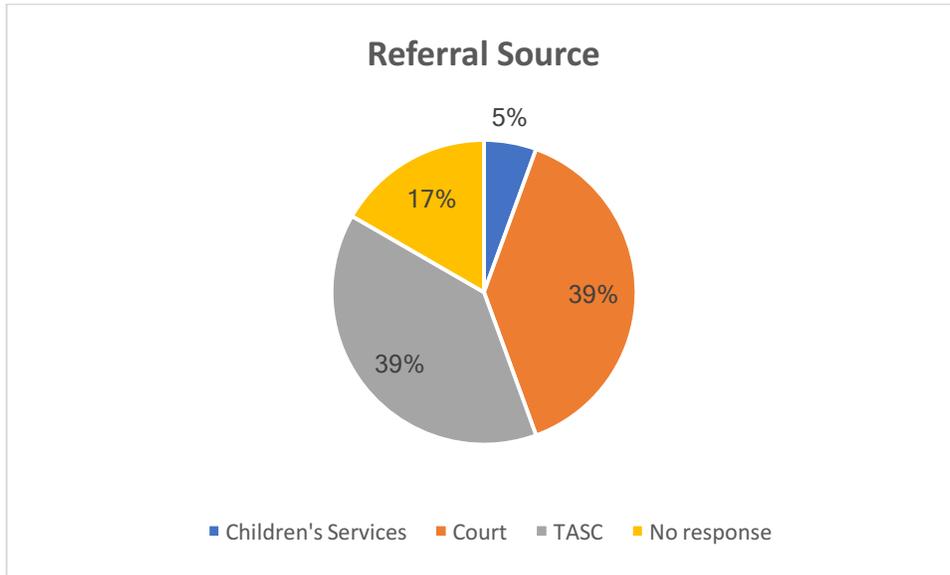
Figure 10: Preble County Grade Level

Figure 11: Preble County Age at Referral



The majority of youth in Preble County were referred to the program by either the Preble County Court or TASC (Treatment Accountability for Safer Communities) (39% each).

Figure 12: Preble County Referral Source



The largest number of youth participants in the Parent Project attend school at Eaton Community Schools (45%).

Table 3: Preble County Home School Districts

Home School District	#
Eaton Community Schools	9
National Trail Local School District	1
Preble Shawnee Local Schools	3
Twin Valley Community Schools	4
(No response)	3

Problem Identification

One component of the evaluation of the Parent Project was to have parents or caregivers list their child’s top three problems before and after participating in the program. Many parents/caregivers listed similar problems; however, as this is a free-response question, there are many listed problems that are highly specific to each child. Several problems are listed only one time. Based on the unique nature of several problems, evaluators opted to group responses into one of four categories:

- Anger related behaviors/attitudes
 - o Anger/rage, disruptive behavior, following rules, drugs and/or alcohol
- School-based problems
 - o School attendance, grades, homework
- Home-based problems

- Appropriate friends, chores, family relationships
- Depression/sadness behaviors/attitudes
 - Depression, harm to self, being teased/picked on, “loner”/isolated

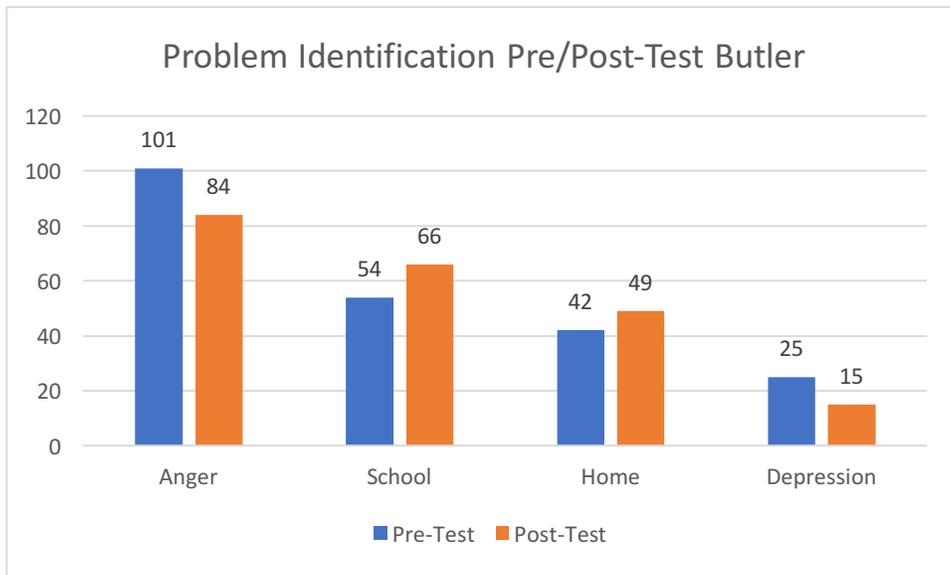
This allows individual problems to be seen as part of larger patterns of change before and after attending Parent Project classes.

Butler County:

Adults participating in Butler County’s Parent Project classes identified a total of 222 problems in their pre-test questionnaire. Upon completion of the program, they listed 214 problems. Though this is only a reduction of 3.6%, the shift in the categorization of each problem is interesting.

Based on the categorization of problems listed above, parents and caregivers saw a 16.8% reduction in anger problems, and a 40% reduction in depression-related problems. There were increases in school and home-related problems from pre-to post-test (18.2% and 14.3% respectively).

Figure 13: Problem Classification Pre-and Post-test Butler County

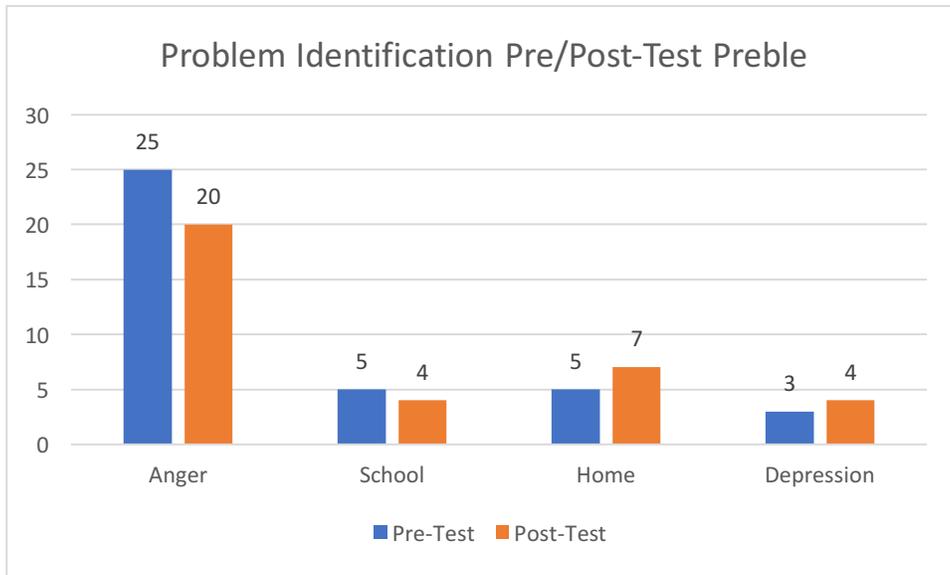


Potential reasons for the inconsistency of these shifts may be that parents/caregivers are beginning to see fewer of the prominent, and potentially dangerous problems and as such, are more able to focus on the less impactful problems at school and at home. For example, if a young person is no longer exhibiting the same anger/rage, caregivers are more able to focus on their relationships at home or their ability to perform in school.

Preble County:

Parents and caregivers were asked to identify problems they noticed in their young people. Pre-test data showed a total of 38 identified problems, while post-test data showed 35. This 7.89% decrease overall. Though this is a less than 10% reduction in problems, there is a noticeable redistribution in problem frequency (see Figure 14).

Figure 14: Problem Classification Pre-and Post-test Preble County



Upon completing The Parent Project, parents and caregivers in Preble County identified 20% fewer anger and school problems. However, they did notice a 28.6% increase in home problems and a 25% increase in depression-related problems. Though these are a difference of 1-2 problems, they are still worth noting. It is possible that adults with fewer anger problems to manage from their young person may notice more issues at home or with their general mood. The most important data point, however, remains the reduction in anger-related problems. This demonstrates that The Parent Project and Why Try are helping adults and young people cope with anger and lashing out behavior.

Family Functioning

To determine effectiveness of family functioning, participants in the Parent Project were asked two questions.

- 1) Please rate the following statement about your family’s current level of functioning: All members of my family respect one another and work together for the good of our family.
 - a. Strongly Agree → Strongly Disagree
 - b. Included on pre- and post-test

- 2) Please rate how you believe your family is doing since attending the Parent Project Program.
 - a. Better, No Change, Worse
 - b. Post-test only

For the family respect and cooperation question, the average change score as well as the percentages of participants who agree more, less, or indicate no change are included. Change scores are calculated by subtracting pre-test scores from post-test scores and standardizing them into a positive/negative whole number difference. Additionally, the percentages of parents/caregivers who indicate that their family is better, worse, or have noticed no change is an indication of improved family functioning.

Butler County:

Of the 80 participants who originally completed the family functioning question, 69 completed the question on both the pre-and post-test. The 13 parents and caregivers who had multiple children included in The Parent Project only responded once per family (i.e. not a response for each child). This represents a retention rate of 86.3% for this evaluation item. When comparing scores from the same participants on the pre-and post-test, the average change score indicates that there is no change overall in family respect and cooperation before and after the Parent Project ($M = +0$). Most parents/caregivers' change scores are zero (42.0%). Further, 40.6% of change scores indicate that there has been a positive change following participation in the program. Only 17.4% of respondents have change scores that things are worse for their family functioning.

When asked how the parents/caregivers feel that their family is doing since completion of the Parent Project, 93% feel that they are doing better, 5.3% indicate no change, and 1.3% reported that their family is doing worse.

The discrepancy in the change scores and the self-reported evaluative question may be due to question wording. The self-evaluative question is straightforward and uses accessible language that is easy to use as an evaluative metric. The question pertaining to family respect and cooperation poses a more difficult reflection. There could be less cooperation due to the parent/caregiver taking more control of the family; the issues of respect and working together

may be different in the minds of respondents. When considered overall, participants are indicating that they feel their families are better off as a result of their work in the Parent Project.

Preble County:

Parents and caregivers from Preble County have an average change score of +1, indicating that respondents' have increased their agreement with the baseline statement from an average of 2.6 to 3.8 (from Disagree to Neither agree nor disagree). This is reflected by the 71.4% of participants that had positive change scores. 14.2% of respondents had a change score of zero, and 14.2% had negative change scores (indicating that they agreed less).

One hundred percent of the parents/caregivers who responded stated that their families were better than they were before participating in the Parent Project.

Data from Preble County has a strong alignment between the respect and cooperation question and the self-evaluative question. Participants are indicating that they feel their families are more respectful, better able to work together, and better off as a result of their work in the Parent Project.

Alabama Parenting Questionnaire

The Alabama Parenting Questionnaire is an empirically valid 42-item survey that measures parents on several dimensions. These include positive involvement, supervision and monitoring, use of positive discipline techniques, consistency of discipline, and use of corporal punishment. For the evaluation of the Parent Project, the short-form of the questionnaire was included on the pre- and post-test. The short form includes 9 questions – made up of 3-question subscales:

- 1) Positive Parenting
 - a. You let your adolescent know when they did a good job.*
 - b. You complimented your adolescent after doing something well.*
 - c. You praised your adolescent if they behaved well.*
- 2) Inconsistent Discipline
 - a. You threatened to punish your adolescent, but did not.
 - b. Your adolescent talked you out of being punished.

- c. You let your adolescent out of punishment early.
- 3) Poor Supervision
- a. Your adolescent did not leave a note when they went somewhere.
 - b. Your adolescent stayed out after their curfew.
 - c. Your adolescent went out with friends you did not know.

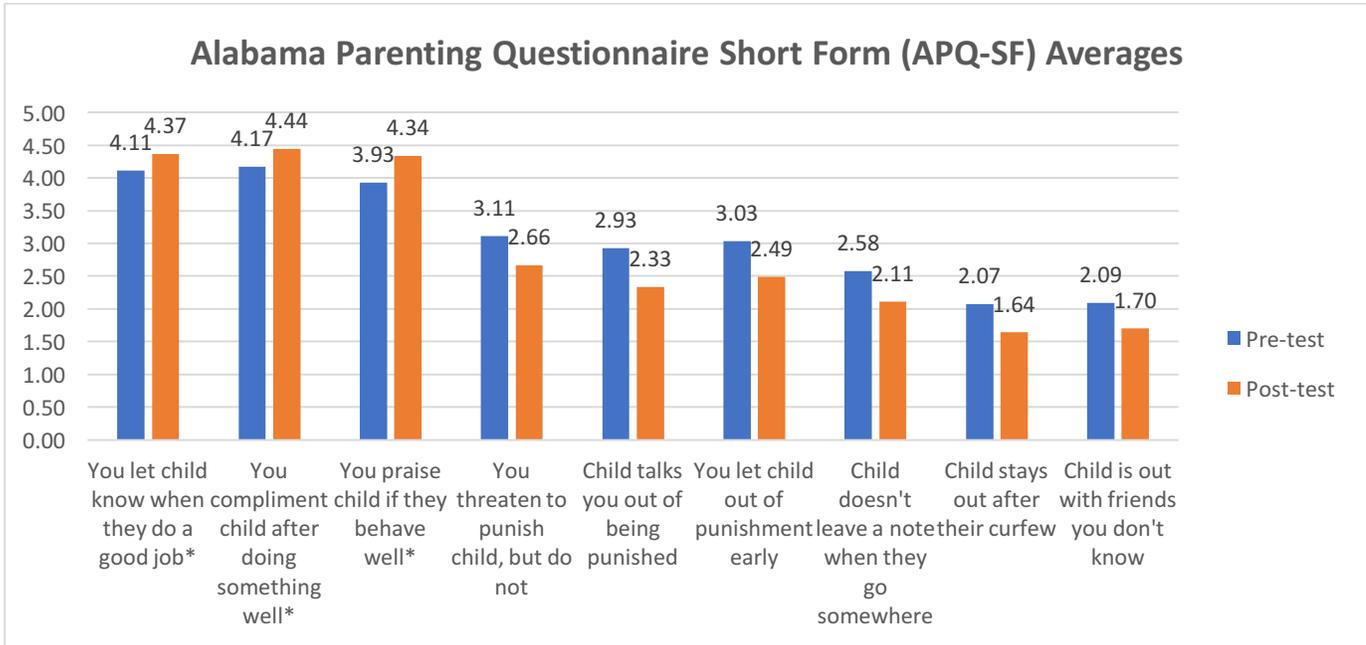
The questionnaire response options range from 1 (Never) to 5 (Always). Of the 9 questions on the short form, the three items in the Positive Parenting Subscale are expected to have higher post-test average than pre-test average. These questions are indicated in the list above as well as in Figures 15 and 16 with asterisks. This is due to the nature of the questions – desired analysis should reveal *more* positive parenting behaviors and *fewer* inconsistent discipline and poor supervision behaviors.

Data analysis for this survey tool includes a question-by-question breakdown of average responses. Success in this area is determined by averages moving in the correct direction per the intended coding of each item.

Butler County:

Comparison of pre- and post-test response averages in Butler County on the Alabama Parenting Questionnaire Short Form (APQ-SF) move in the desired direction. The average change from pre- to post-test is 0.31 for the Positive Parenting Subscale, -0.53 for the Inconsistent Discipline Subscale, and -0.43 for the Poor Supervision Subscale. When asked to rate the frequency with which their child talks them out of being punished, parents/caregivers had the largest change in response from pre- to post-test (-0.60). Figure 15 shows the average pre- and post-test scores for each survey item for parents/caregivers who completed the questionnaire both before and after the Parent Project (n=76). Questions are arranged along the x-axis in the order of the three subscales. These averages indicate that there is overall success in enhancing parenting skills in the three dynamics evaluated by the APQ-SF.

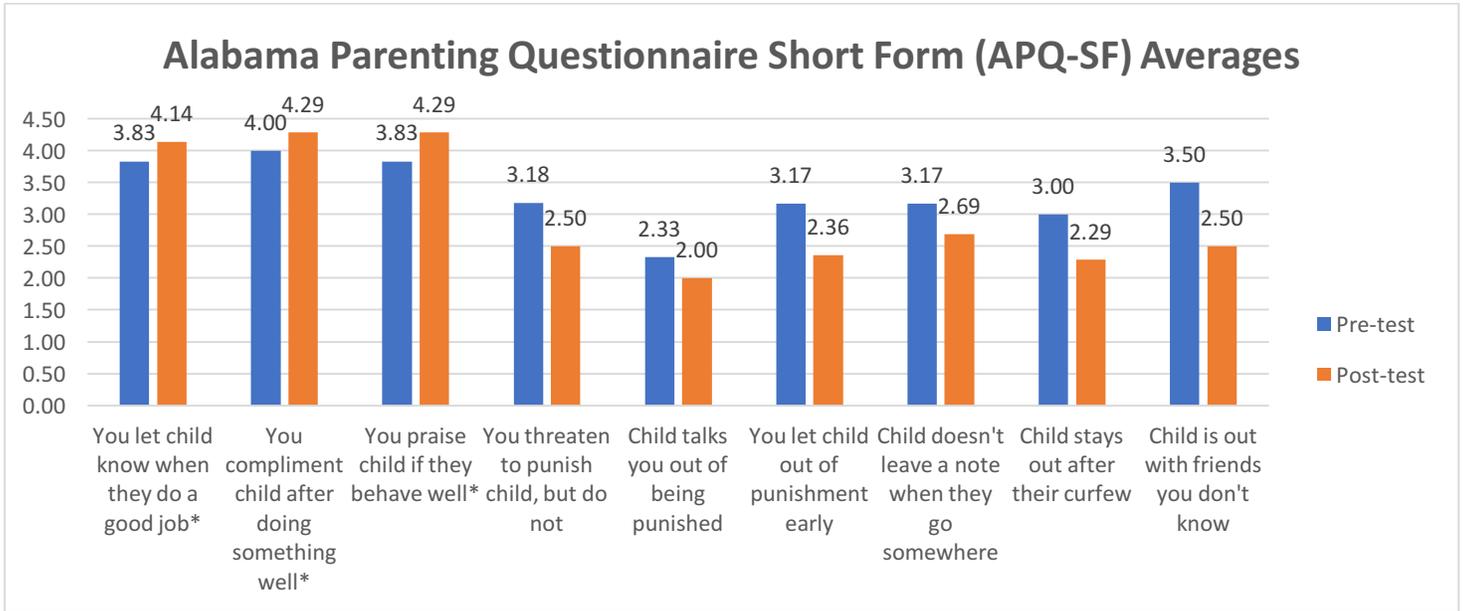
Figure 15: APQ-SF Responses Butler County



Preble County:

Fourteen parents completed the APQ-SF in Preble County. The difference between pre- and post-test responses is 0.35 for the Positive Parenting Subscale, -0.61 for the Inconsistent Discipline Subscale, and -0.73 for the Poor Supervision Subscale. The question with the largest difference in average response asks for the frequency with which a child is “out with friends you don’t know.” The average change is 1.00, a full response level; indicating that parents felt their child “sometimes” went out without leaving a note to “almost never.” Overall, responses are moving in a direction that indicates the Preble County Parent Project has successfully impacted parenting among participants (Figure 16).

Figure 16: APQ-SF Preble County



Strengths and Difficulties Questionnaire

The Parent Project evaluation includes the Strengths and Difficulties Questionnaire, an empirically-tested survey with twenty-five (25) questions. These questions can be broken down into five subscales of five questions each. There are as follows:

- Emotional symptoms
- Conduct problems
- Hyperactivity/inattention
- Peer relationship problems
- Prosocial behavior
 - o Average responses to this question should be higher in post test

The first four (4) scales combined create a general difficulties score. This aggregate score can be used to classify young people into one of three categories:

- Normal
 - o Scores 0-13
- Borderline
 - o Scores 14-16

- Abnormal
 - o Scores 17 and higher

Questions are answered based on the truth of each statement with ratings range from not true (0) to certainly true (2). Several questions are reverse coded, these are indicated with a carrot (^) notation. The reverse coding was built into the data analysis process. Reverse coding is frequently included on surveys to ensure that participants are paying attention to their responses. In analysis, researchers can determine if respondents were answering each question individually (as opposed to just circling the highest or lowest numerical response option) by comparing reverse coded questions to the other questions on the survey, if participants successfully responded with in a conceptually different (but numerically reversed) direction, they are answering with fidelity. However, if participants are responding in all the same numerical direction (ignoring conceptual shifts) their data is not useful. All respondents in The Parent Project pre-and post-test tools produced valid responses. To indicate success, average responses for all questions (excluding those in the Prosocial Behavior subscale) should be lower on the post-test questionnaire than on the pre-test.

Butler County:

For all of the responses on the SDQ, averaged pre- and post-test scores show movement in the desired direction. This indicates that the Parent Project was successful in parents/caregivers identifying problematic behaviors in their adolescents. The average difference in scores for the difficulties questions is -0.10 (calculated by subtracting post-test scores from pre-test scores; see Figures 17 & 18).

Figure 17: First half of non-Pro Social SDQ questions – Butler County

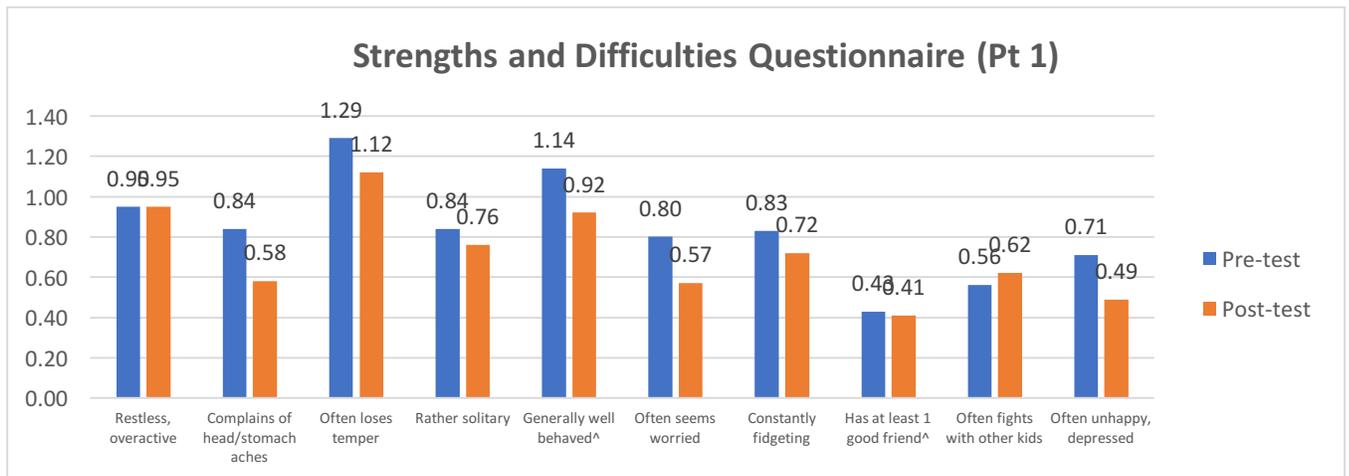
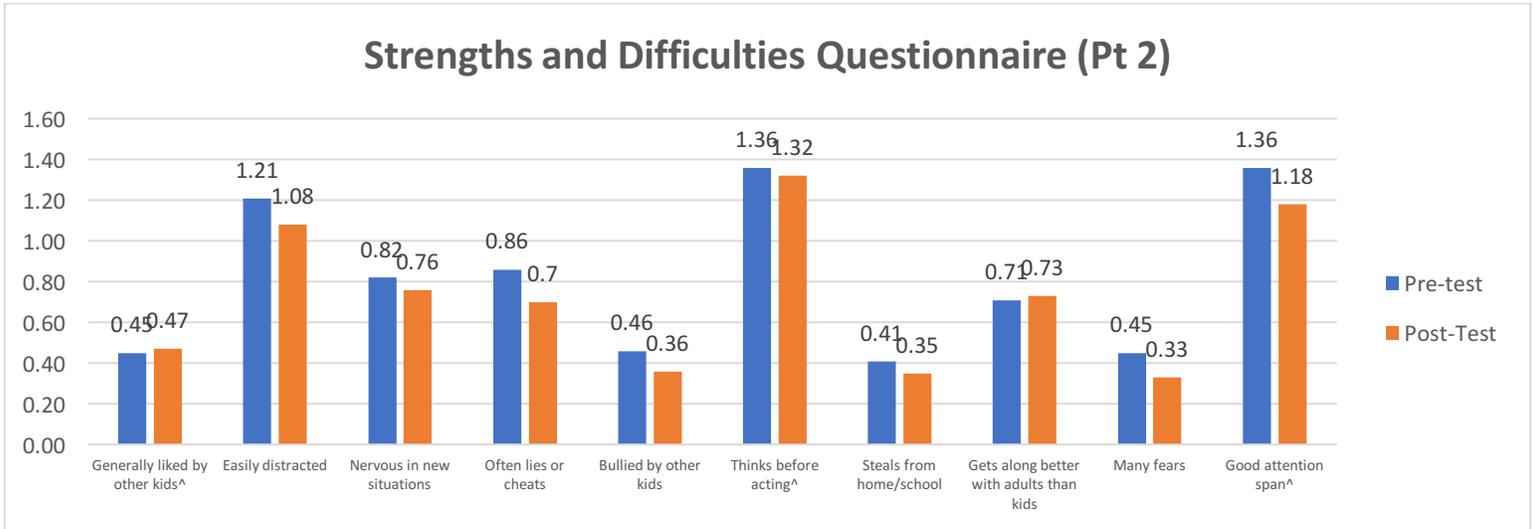
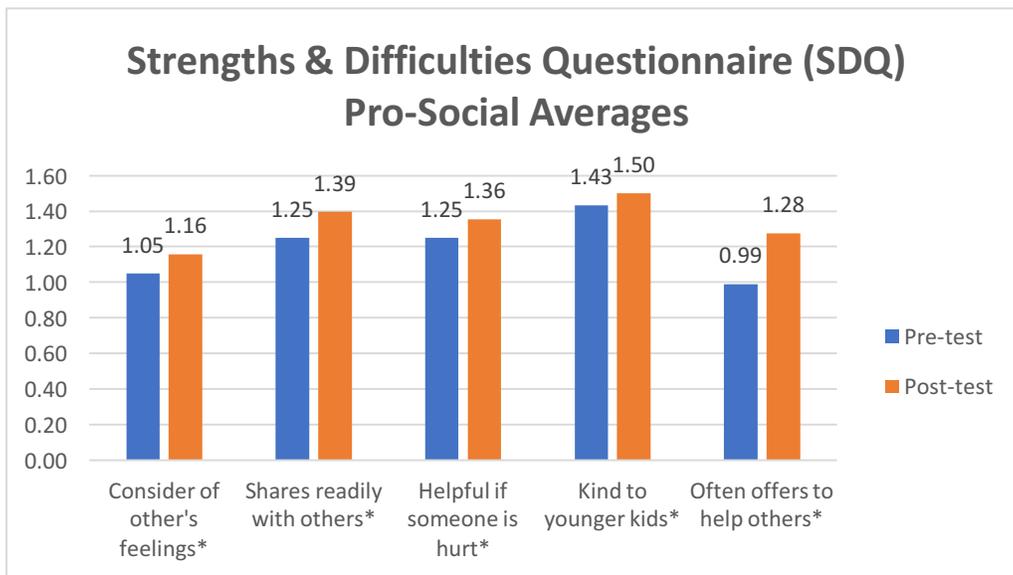


Figure 18: Second half of non-Pro Social SDQ questions – Butler County



On the Pro-Social questions, the average difference in responses is 0.14 (see Figure 19). Though these are not large differences, the pattern of data does confirm the previous conclusion; that the curriculum parents and caregivers were exposed to via the Parent Project is having a positive impact on youth behavior.

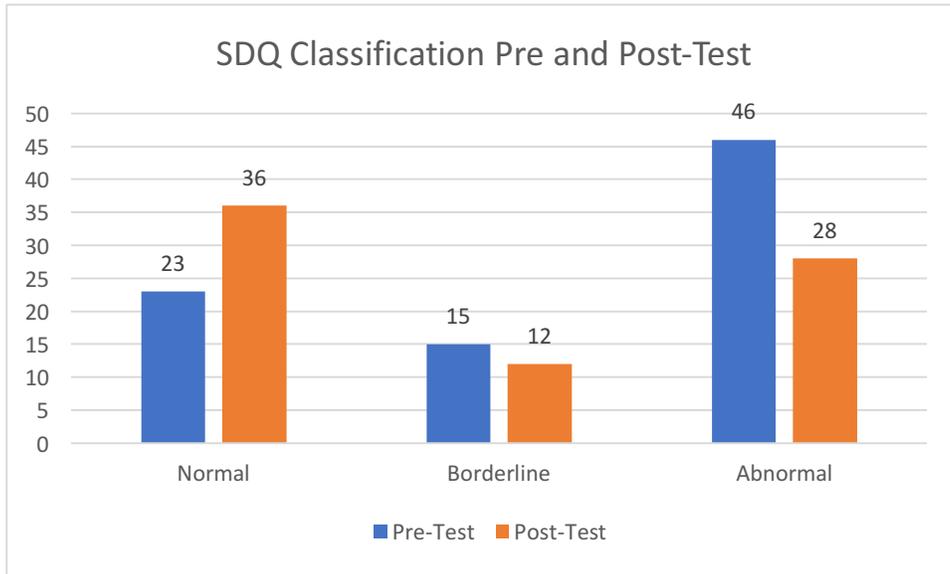
Figure 19: Butler County SDQ Pro-Social Subscale



The average responses show promising results, these are reflected by the score classifications (Normal, Borderline, and Abnormal). Based on the scored responses of parents and caregivers,

there is an increase in Normal scores, nearly the same amount of Borderline and a decrease in Abnormal scores (See Figure 20).

Figure 20: Pre/Post Test SDQ Score Classifications



Preble County:

The SDQ in the Preble County Parent Project evaluation shows changes in pre- and post-test averages moving in the desired direction. In the difficulties questions, average scores decreased from pre- to post-test ($M = -0.28$). There are six items (see Figures 21 & 22) that move opposite the desired direction, however, when considered at the aggregate level, the SDQ is indicating that parents and caregivers have noticed positive changes in their adolescents.

Figure 21: Part 1 SDQ Questions for Preble County

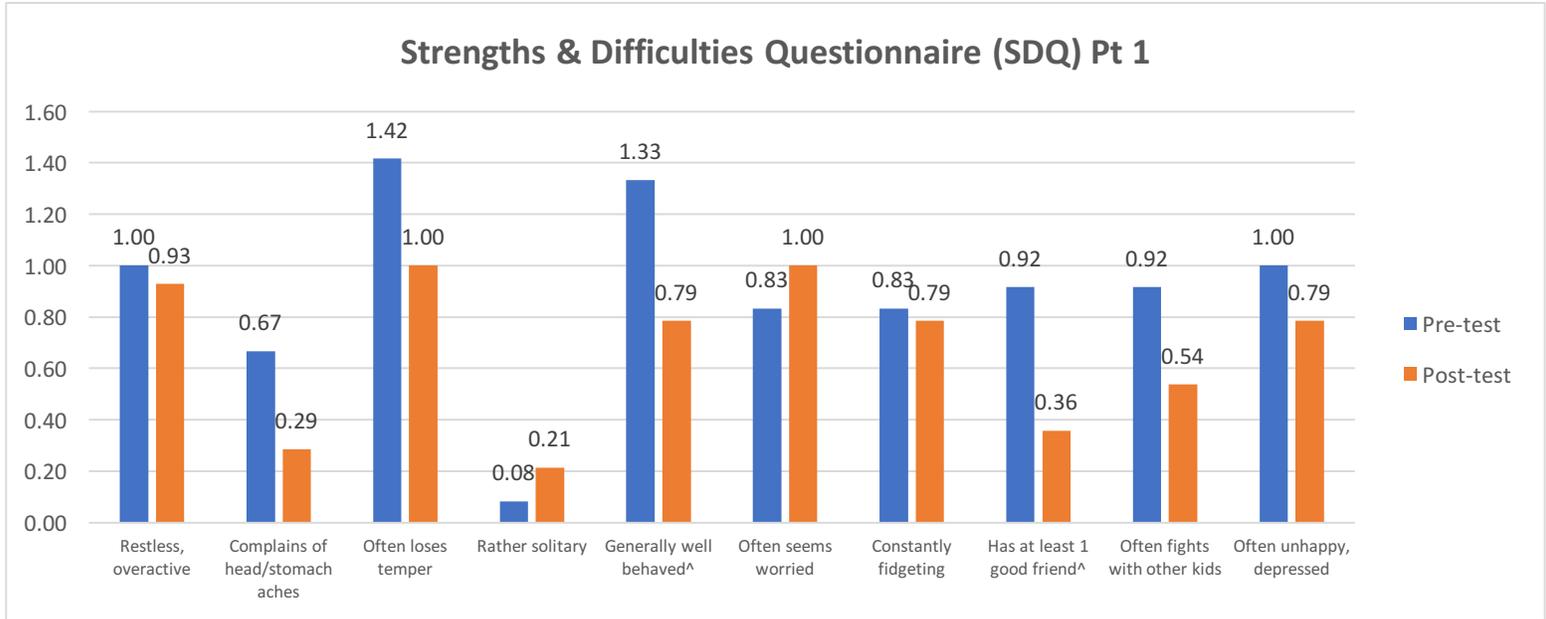
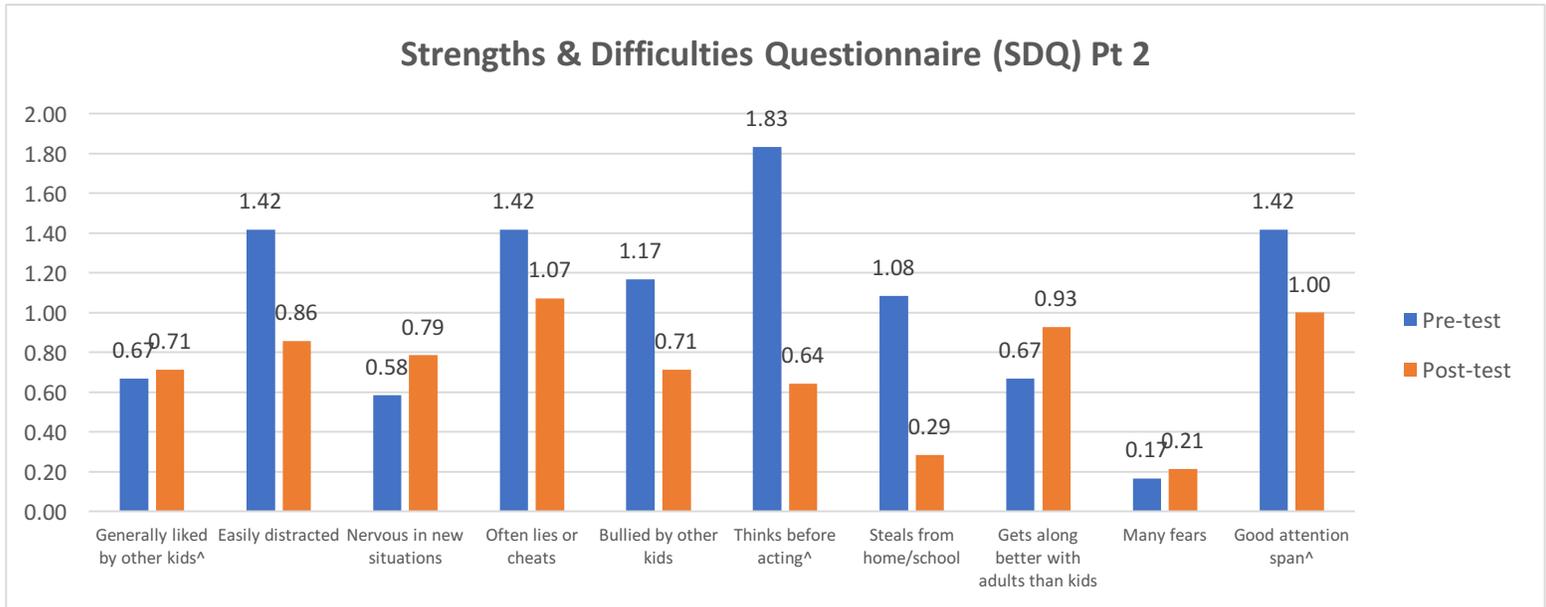
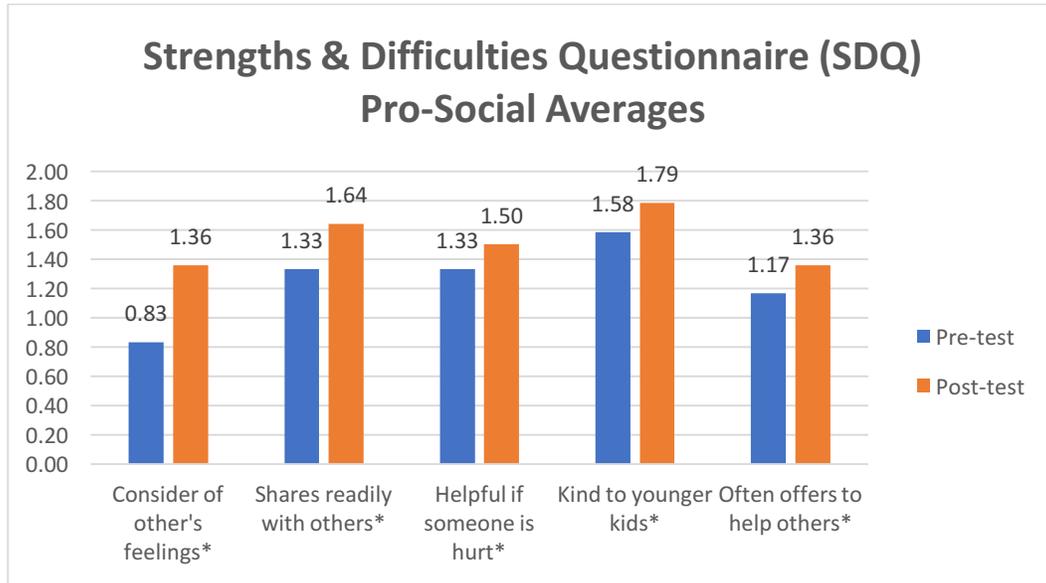


Figure 22: Part 2 SDQ Questions for Preble County



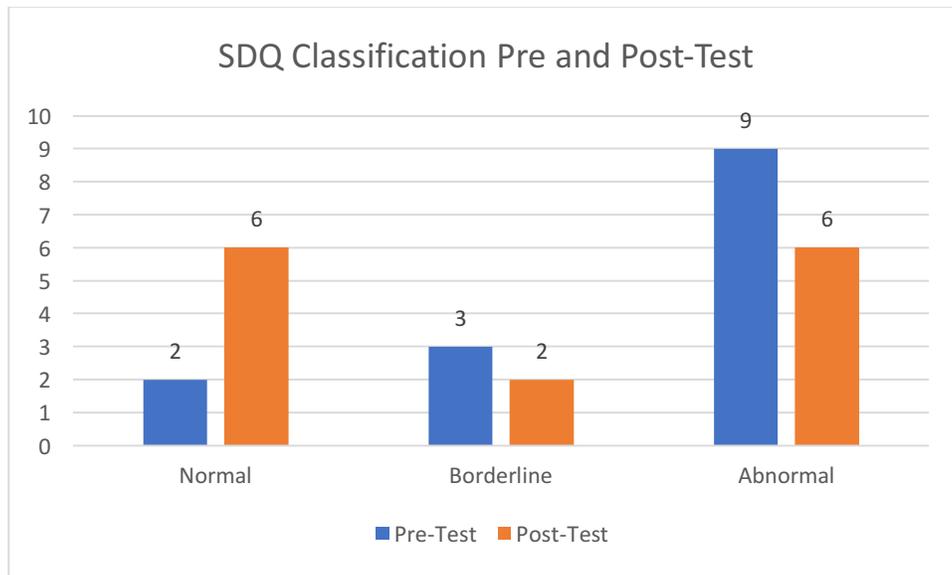
For the Pro-Social subscale, the average responses for all items increased from pre-to post-test assessment ($M = 0.28$; see Figure 23). This indicates, that on most of the metrics being evaluated by the SDQ, the Parent Project is making a positive change for families that participated.

Figure 23: Preble County SDQ Pro-Social Subscale



This positive change is reflected in the score classifications (Normal, Borderline, and Abnormal). Respondents' scores on the SDQ indicate that more of their adolescents are classified as Normal following completion of The Parent Project. Young people classified as Borderline stayed approximately the same, and there was a decrease in youth classified as Abnormal. These results suggest that parents and caregivers are seeing significant improvement in their children's difficulties following the Parent Project classes.

Figure 24: Pre/Post Test SDQ Score Classifications Preble County



Parent Empowerment Survey

This evaluation tool constructed for the Parent Project comes from the Family Empowerment Scale; a 34-item survey developed by Koren and colleagues created to assess the empowerment of families raising children with disabilities (Koren, DeChillo, & Friesen, 1992). For the purposes of this study, nineteen (19) questions were selected to determine the empowerment of parents participating in the Parent Project in Butler and Preble Counties. Selection of these questions was based on relevancy to the current population. Parents and caregivers answer questions based on a scale of Not true at all (1) to Very true (5). In order to indicate a successful shift in parent empowerment, average responses should increase from pre-test to post-test.

Butler County:

The parents and caregivers in Butler County showed some notable movement in pre- and post-test scores. On average, scores increased by 0.47 response levels. This is an encouraging result for the Parent Project curriculum. Overall, this demonstrates that parents and caregivers feel more empowered and confident in their abilities to navigate the day-to-day challenges of family life. Certain questions in particular that pertain directly to the goals of the program show larger than average movement when compared to responses to other questions (see Figure 24 & 25). Particularly, parents report that it is truer following the completion of the program that they “know what steps to take when concerned”, that their “family life is under control”, that they “understand how to access community resources”, and that they “know what to do when problems arise because of my child.”

Figure 25: PES Averages Butler County – Part 1

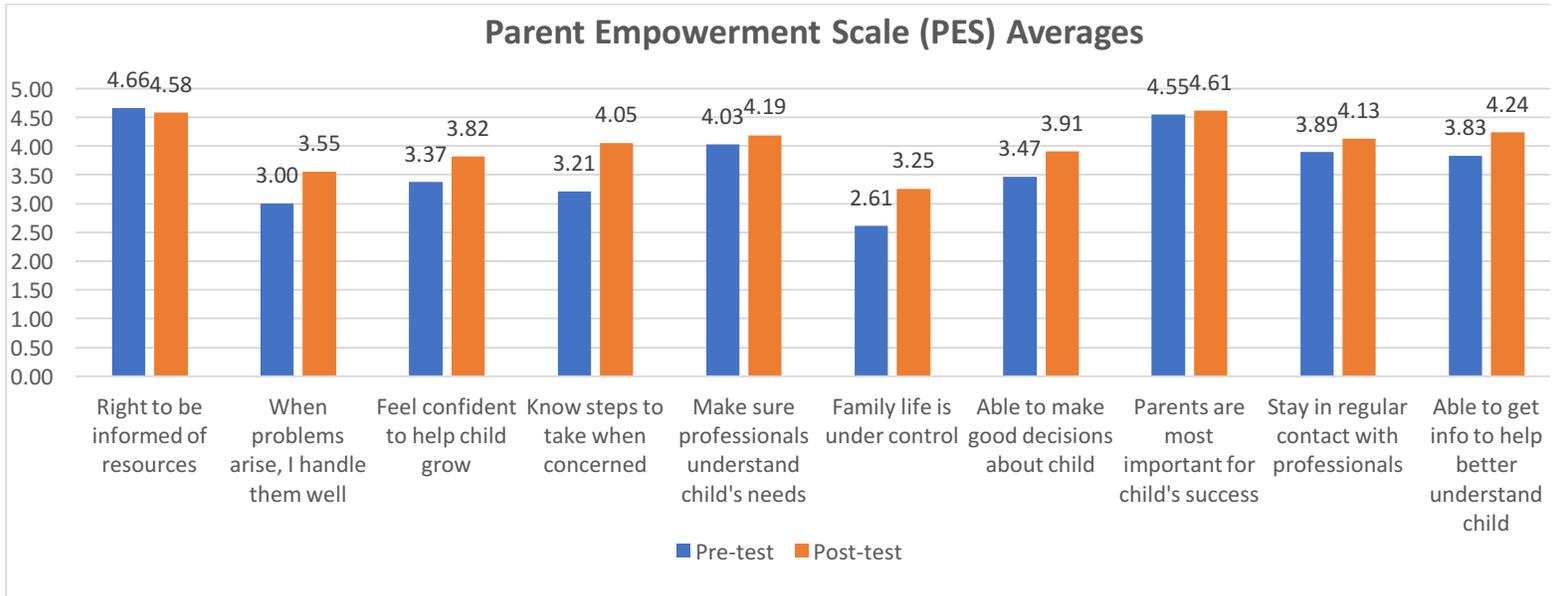
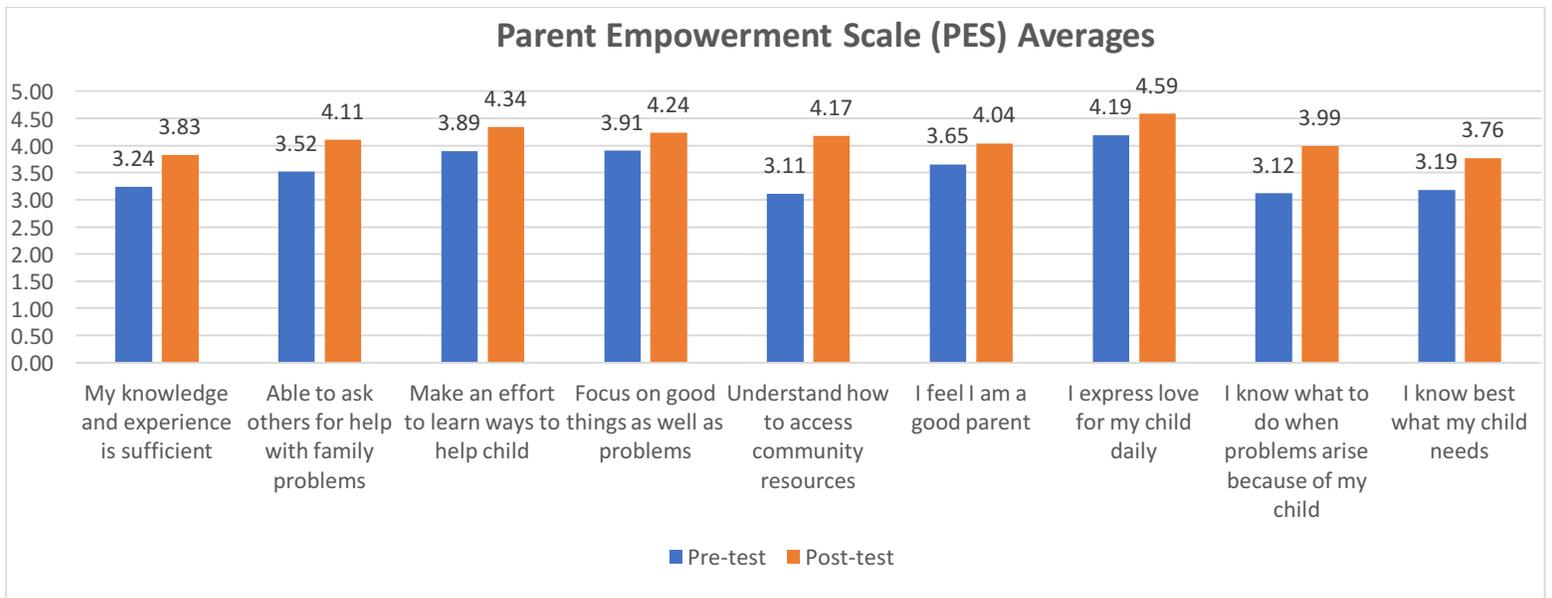


Figure 26: PES Averages Butler County – Part 2



Preble County:

Responses to the PES in Preble County indicate more confidence and empowerment among parents and caregivers who completed the Parent Project. Nearly all variables show an increase in average response upon post-test assessment (see Figures 26 & 27). An average change from all pre-test and post-test items is almost a full response level ($M = .82$). Particular questions have a larger change than others. These questions reflect the credo of the Parent Project curriculum. Parents and caregivers report that they are more able to “know steps to take when concerned”,

feel that their “family life is under control”, can “focus on good things as well as problems”, that they are a “good parent”, and they “know what to do when problems arise because of their child.”

Figure 27: PES Averages Preble County – Part 1

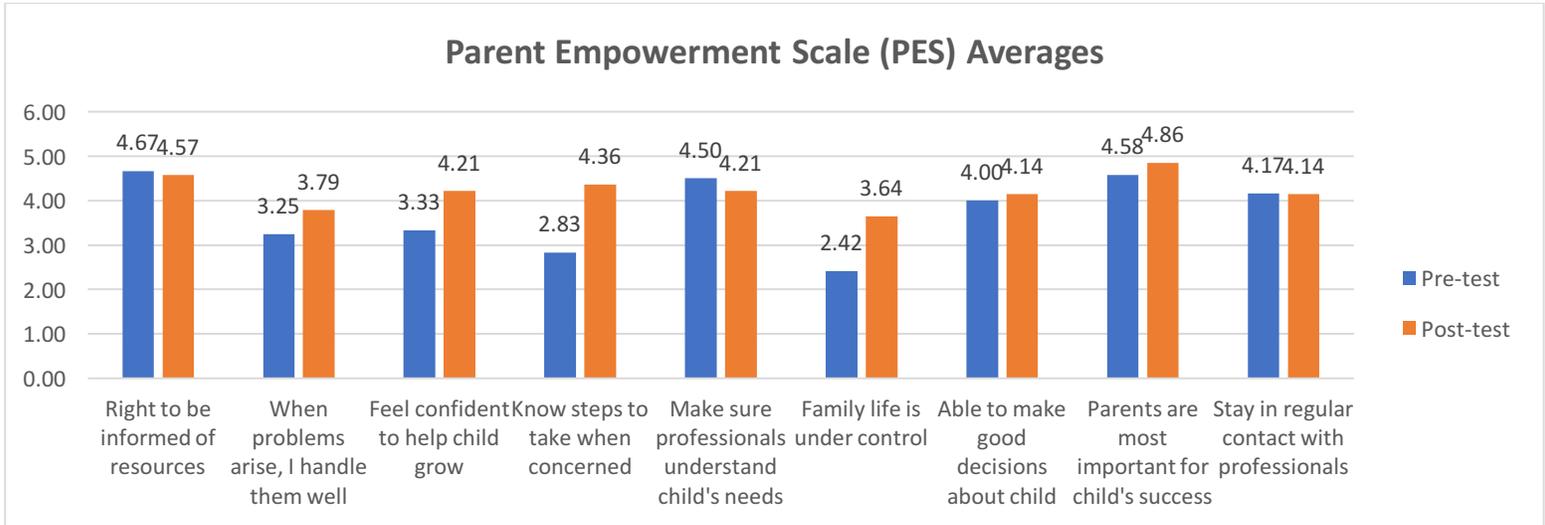
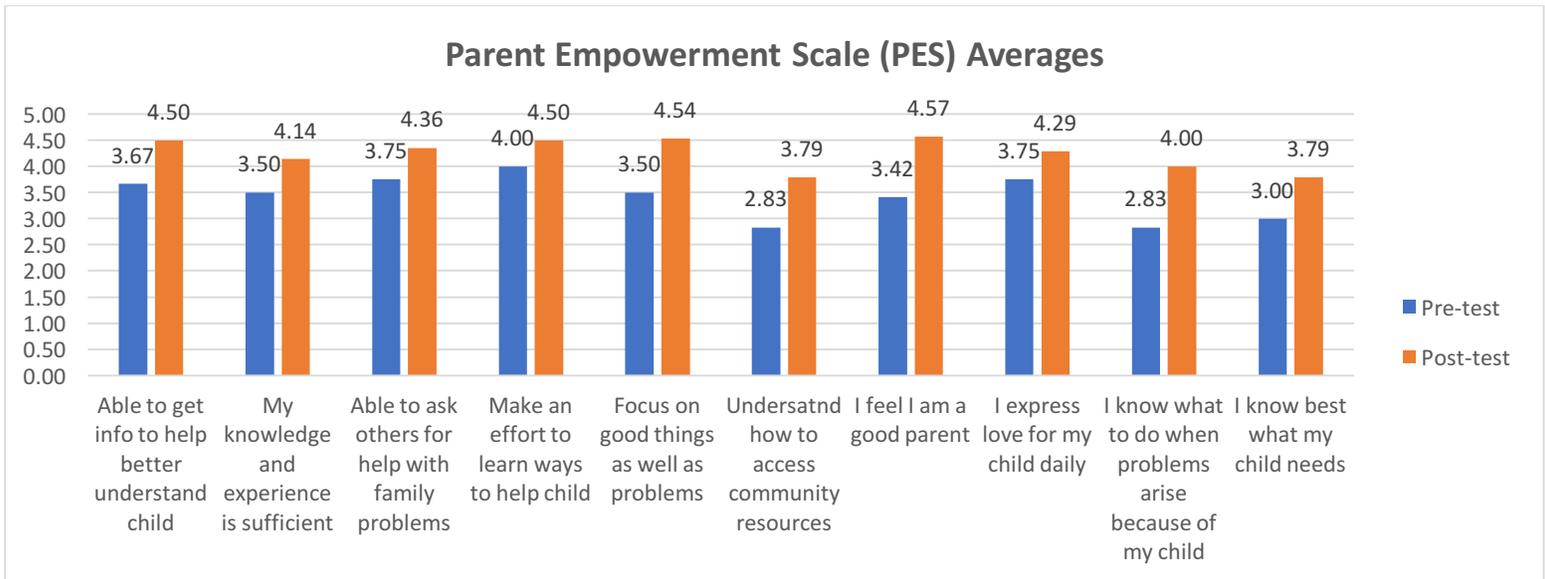


Figure 28: PES Averages Preble County – Part 2



Results suggest that families who participate in the Parent Project feel more confidence and empowerment related to their parenting practices.

Why Try

The Why Try evaluation was created by the Why Try program for youths to complete prior to and following their participation in the Why Try program (the youth companion to the Parent Project). This measure was intended to empirically evaluate the curriculum and its impact on the

young people participating. The questionnaire consists of twenty-seven (27) items. Responses for each item range from 1 (Strongly disagree) to 5 (Strongly agree). Questions on the survey were meant to assess how young people think, act, and feel before and after exposure to the Why Try program (Why Try Assessment Page). Higher scores indicate increased levels of understanding of the resilience-based values taught during the class (including, but not limited to, resistance to peer pressure, better decision making, more self-control, and more access to positive support systems) (Why Try Assessment Scoring).

Butler County:

The young people who completed the Why Try evaluation demonstrated positive movement in nearly all questions. On an aggregate level, the average difference between pre- and post-test responses was 0.20. For a complete item-by-item breakdown see Figure 28 and 29.

Figure 29: Why Try Response Averages Part 1 – Butler County

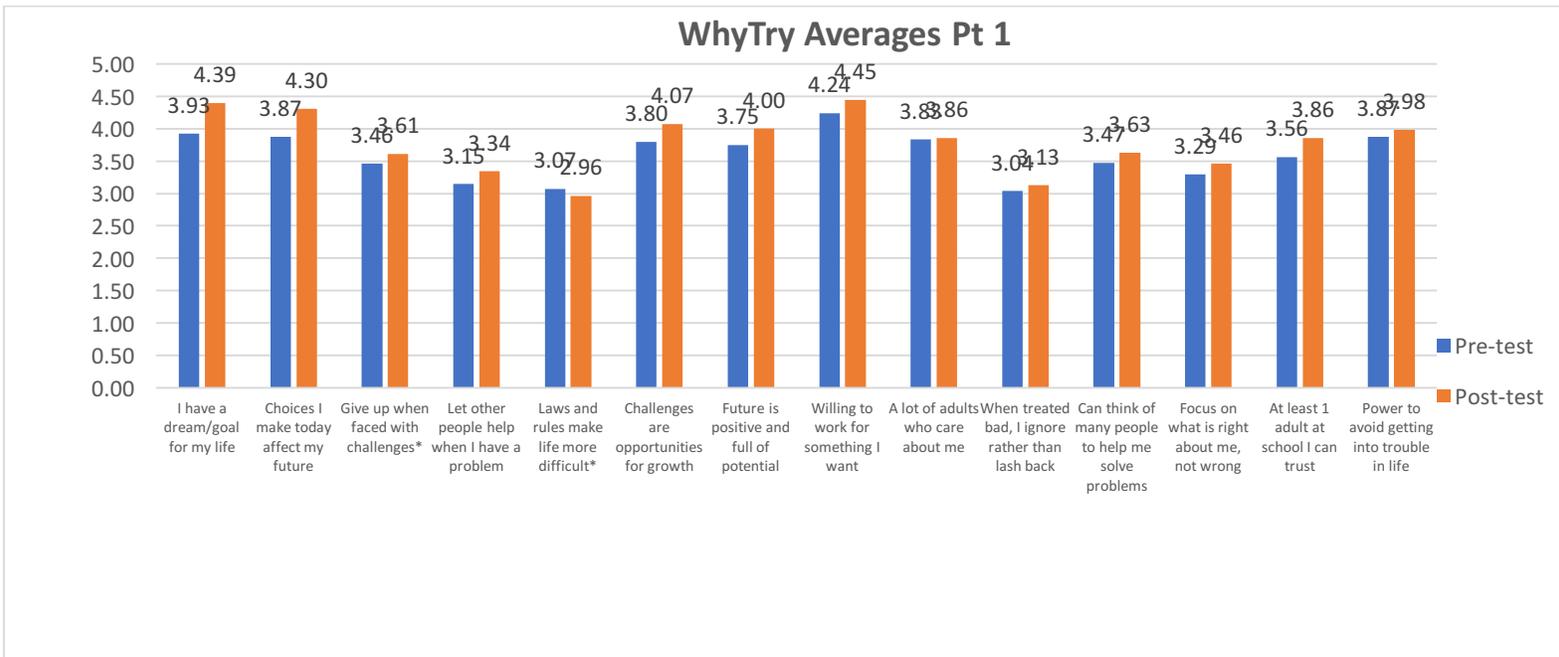
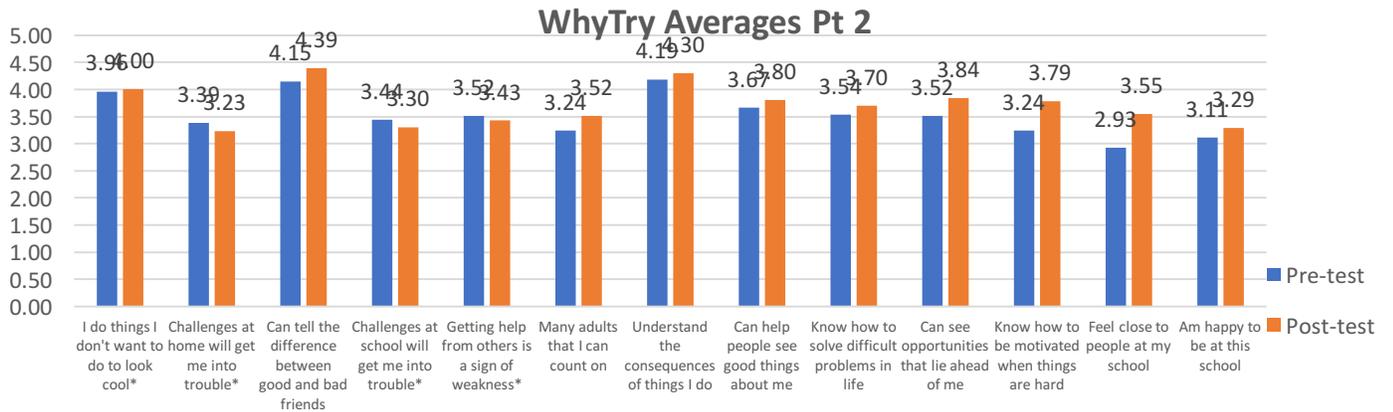


Figure 30: Why Try Response Averages Part 2 – Butler County



Overall, these responses indicate there is a notable difference upon completion of the Why Try program. One factor to note is the potential presence of a selection bias for those who completed the pre-test and post-test. 61.3% of young people completed both surveys. As such, there may be unique characteristics about the students that completed the program and both questionnaires. With fifty-seven data points, a larger sample would be needed to demonstrate changes robust enough to surpass these biases. The issue is more pronounced as this represents the only items in the evaluation completed by the young people and not the parents/caregivers.

Further support for the success of the programming among youths can be found from the juvenile court records for the 2016-2017 fiscal year. Of the 48 young people involved with juvenile court whose families participated in the Parent Project, only 9 experienced recidivism (18.8%). Of these 9 youths, 4 had only one incident, while the other 5 had two or more. Truancy and parole violation were the most common reasons for charges.

Preble County:

In the Preble County Why Try program, young people who completed the pre- and post-test Why Try evaluation indicated an overall higher level of understanding based on average differences in responses ($M = 0.35$). Responses on most items demonstrated higher average scores on the post-test than the pre-test. This indicates that the Why Try program has been notably successful among the children and adolescents who completed the program. Only five (5) of the twenty-seven (27) items on the survey show an average decrease in agreement (“I give up when faced

with challenges”, “When treated badly, I ignore rather than lash back”, “Challenges at home will get me into trouble”, “Challenges at school will get me into trouble”, and “Getting help from others is a sign of weakness”) (See Figures 30 & 31). The same number of young people completed both the pre- and post-test (n=11), responses were examined as paired sets (i.e. the same youth had his or her pre-and post-test responses compared). Results of this questionnaire indicate that the program has been impactful on the students who participated in Why Try.

Figure 31: Why Try Response Averages Part 1 – Preble County

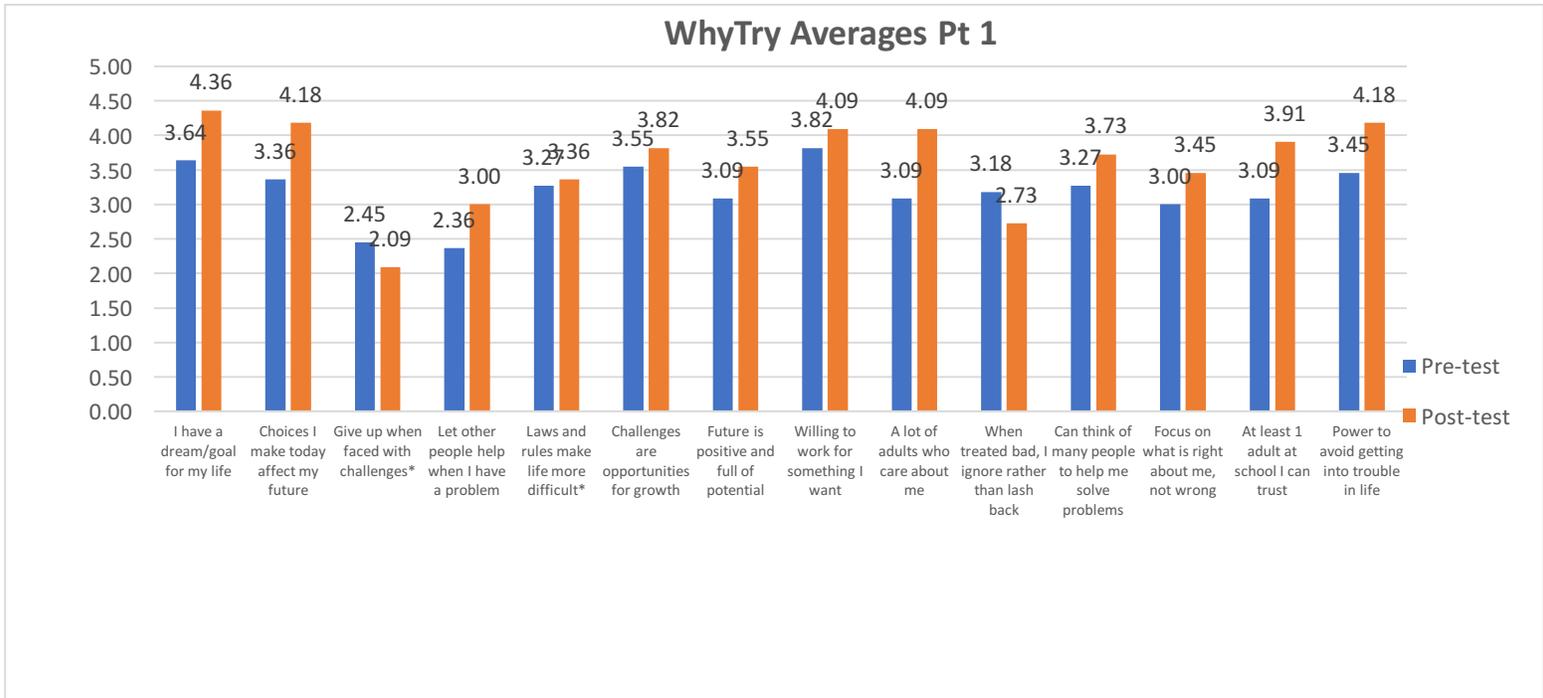
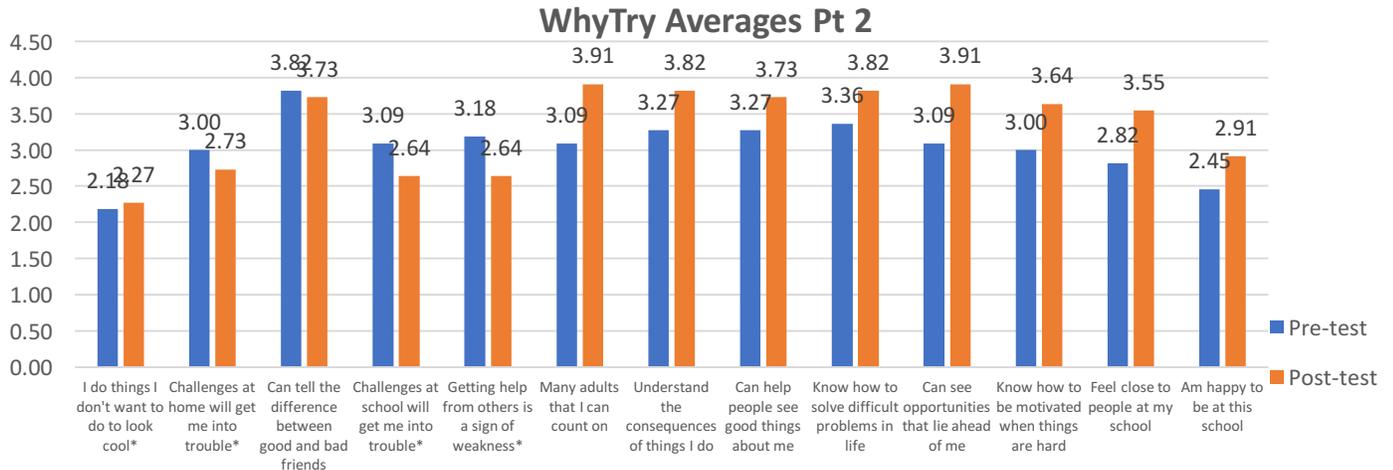


Figure 32: Why Try Response Averages Part 2 – Preble County



Multi-Year Evaluation Data

The Parent Project has been active in Butler County since academic year 2014 and academic year 2015 in Preble County. The multi-year evaluation will be separated into two sections, one for each county. The breakdown will follow the format of the above academic year 2016 report:

- Demographics
- Problem Identification
- Alabama Parenting Questionnaire
- Strengths and Difficulties Questionnaire, Short Form
- Parent Empowerment Scale
- Why Try Measure

Butler County:

Demographics:

Total number of parent/caregiver respondents:

2014: 174 (21 dropped out)

2015: 142 (43 dropped out)

2016: 93 (53 dropped out)

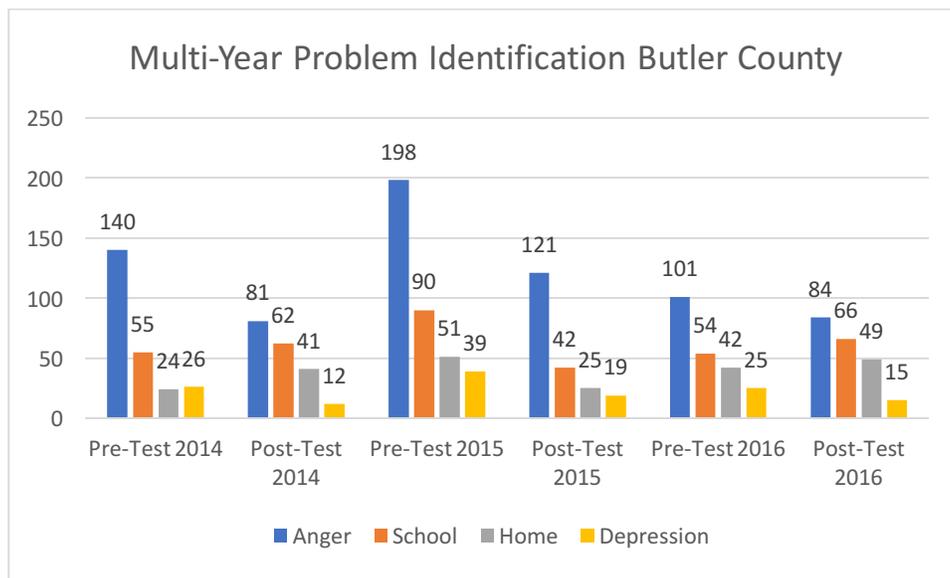
There were no demographic differences between those parents and caregivers who successfully completed/attended the full program and those who dropped out. For the remainder of the multi-year evaluation, only participants who completed both pre-and post-test questionnaires will be included.

For each year of evaluation, parent/caregiver respondents were predominantly Caucasian, non-Hispanic or Latino, women. Parents and caregivers were frequently either GED/HS Diploma recipients or had attended some college. Most were referred to The Parent Project by the court and completed 9 or 10 sessions. The adolescent participants were mostly Caucasian, non-Hispanic or Latino, males. Students were most often referred during 8th or 9th grade.

Problem Identification:

Parents and caregivers were asked to identify the three top problems they encounter with their adolescents. These problems were determined to be in one of four categories: anger-related, school-related, home-related, or depression-related. In 2014, 2015, and 2016, a pattern of decrease in anger problems and depression problems emerged. However, in 2014 and 2016, there was an increase in school and home problems (2015 saw a decrease in both categories). This may be due to the parents and caregivers being more aware of home and school problems because they were coping with fewer severe, anger problems.

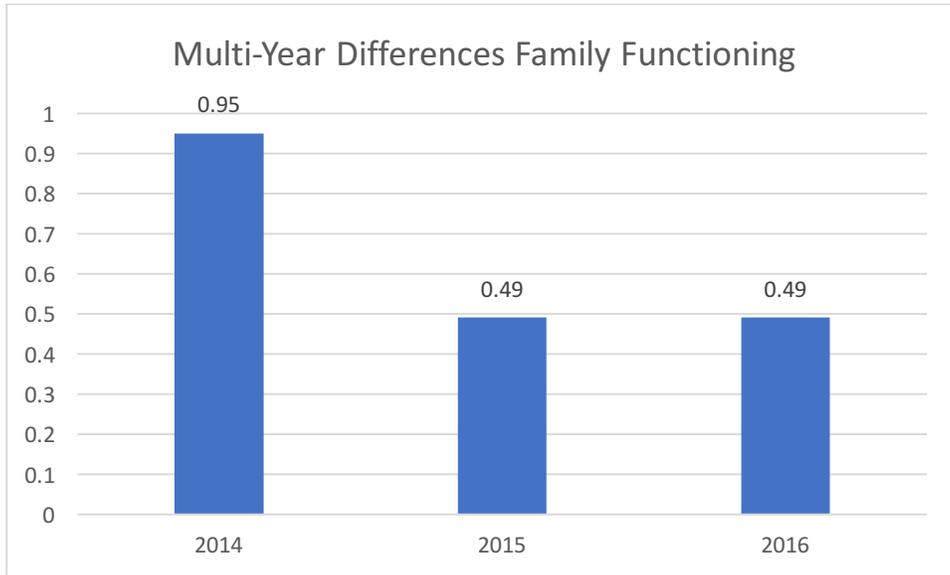
Figure 33: Multi-Year Problem Classification Butler County



Family Functioning Questionnaire:

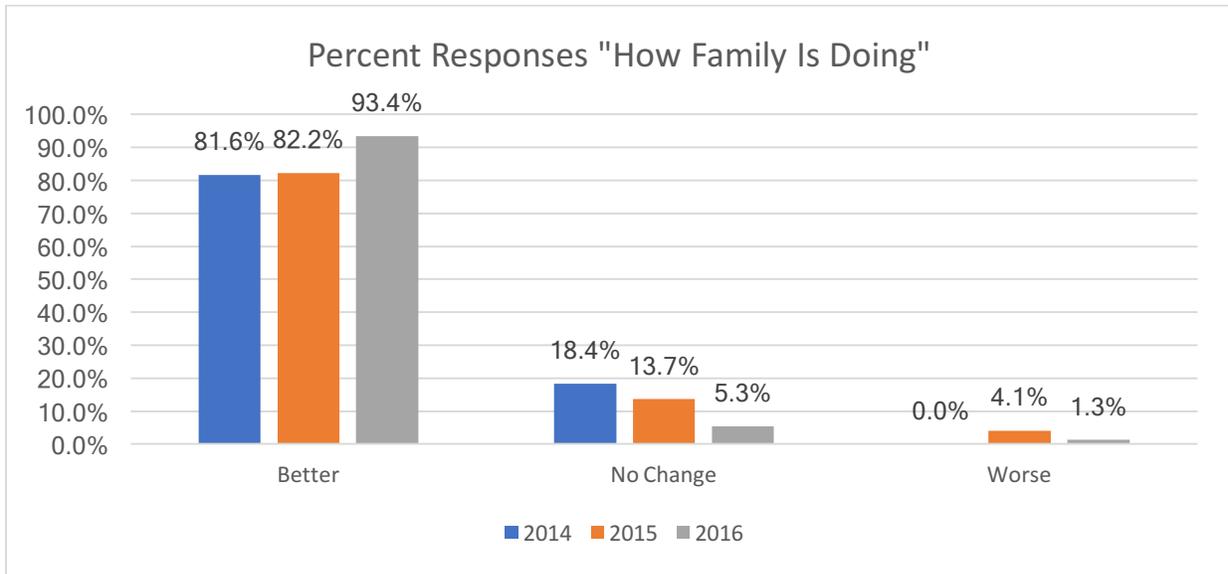
Adult respondents were asked whether they felt that “All members of my family respect one another and work together for the good of our family.” The differences in pre-and post-test responses were listed for each year. The greatest difference was found in 2014, while 2015 and 2016 had the same amount of change. All changes were in the desired direction, indicating that parents and caregivers felt better about their family’s ability to work together upon completion of The Parent Project.

Figure 34: Differences in Family Functioning – Butler County



Respondents were also asked whether they felt their family was doing better, worse, or had experienced no change since their completion of the program. In each year, over 80% of parents/caregivers indicated that their families were doing better, with the largest percentage in 2016.

Figure 35: Percent Responses in Overall Differences in Family



Alabama Parenting Questionnaire:

Average differences in the Alabama Parenting Questionnaire were analyzed for all three years of The Parent Project in Butler County. Each subscale for the APQ was included in the analysis. In the Positive Parenting and Inconsistent Discipline Subscales, 2016 had the largest average difference, but in the Poor Supervision Subscale, 2014 had the largest average difference.

Average differences for each subscale and each year moved in the desired direction (positive differences for Positive Parenting Subscale and negative differences for the Inconsistent Discipline and Poor Supervision Subscales).

Figure 36: Multi-Year Differences Positive Parenting Subscale Butler County

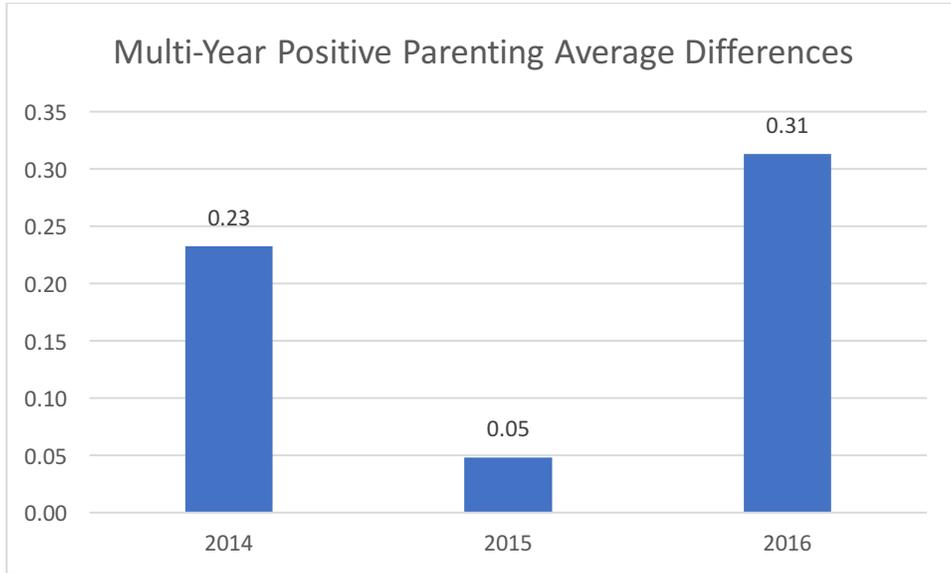


Figure 37: Multi-Year Differences Inconsistent Discipline Subscale Butler County

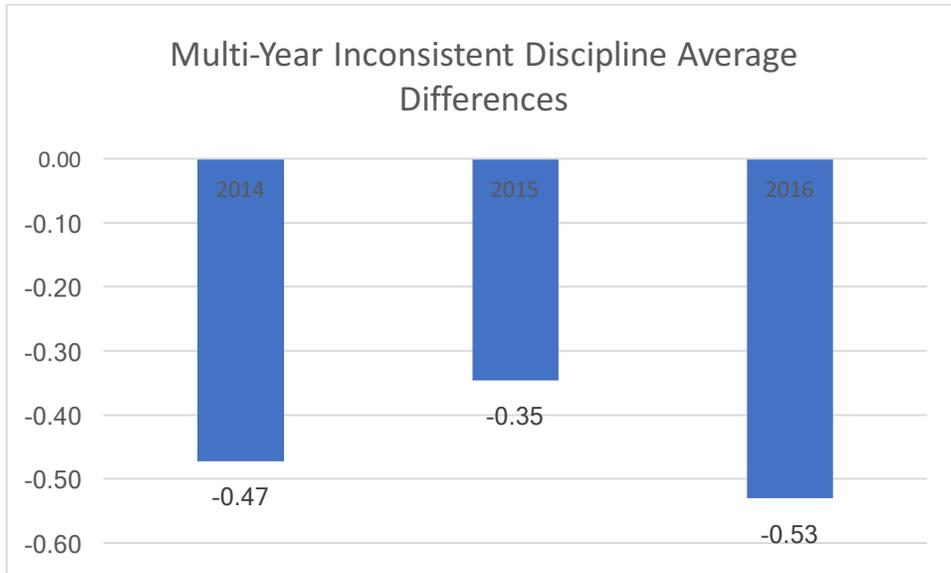
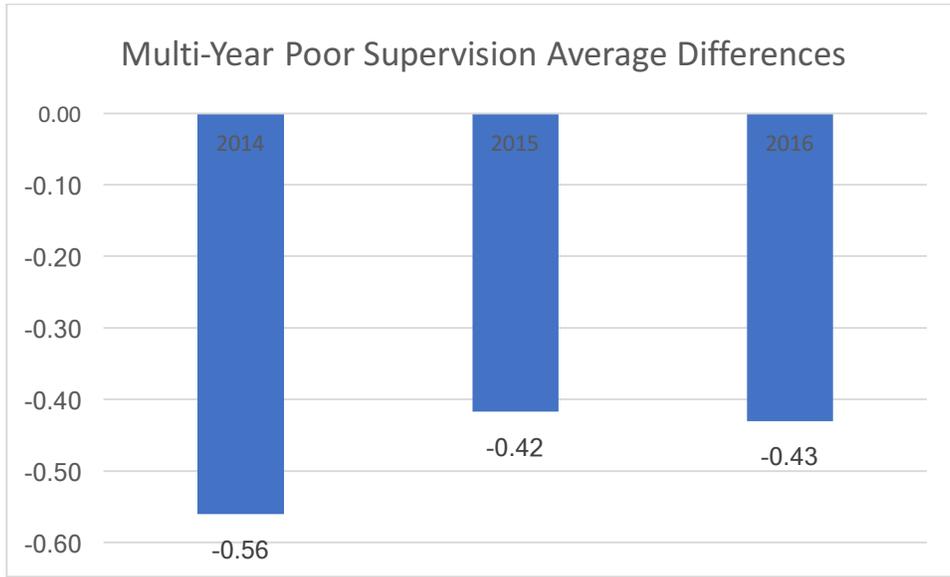


Figure 38: Multi-Year Differences Poor Supervision Subscale Butler County

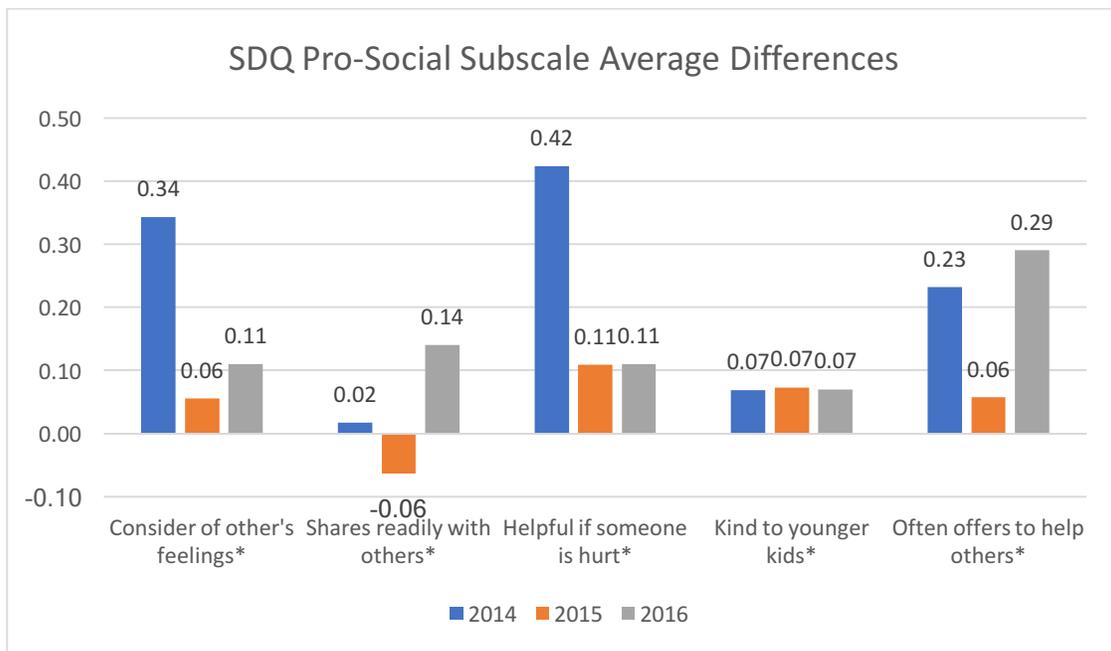


Strengths and Difficulties Questionnaire:

The SDQ was broken down into the Pro-Social Subscale, Overall SDQ (minus the Pro-Social Subscale), and Score Classifications. The Pro-Social Subscale should have positive changes, whereas the remainder of the questions should have negative changes. The Score Classifications breakdown respondents' scores into Normal, Borderline, and Abnormal.

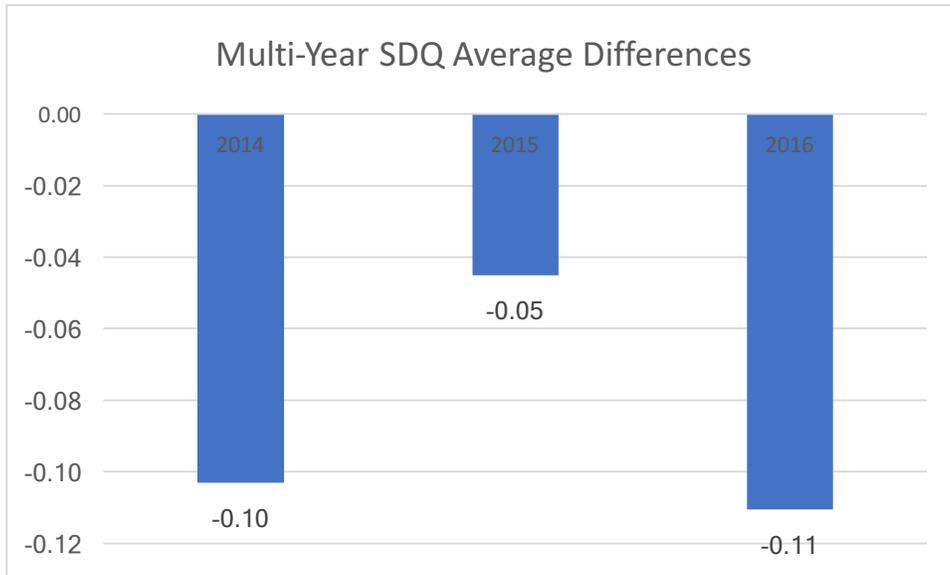
The Pro-Social Subscale (shown here with average differences for each of the 5 questions) experienced the most desired change in 2014, followed by 2016. 2015 did not show much change, and even had one question with an average difference moving in the undesired direction (negative).

Figure 39: SDQ Pro-Social Subscale Average Differences in Pre-and Post-Test Butler County



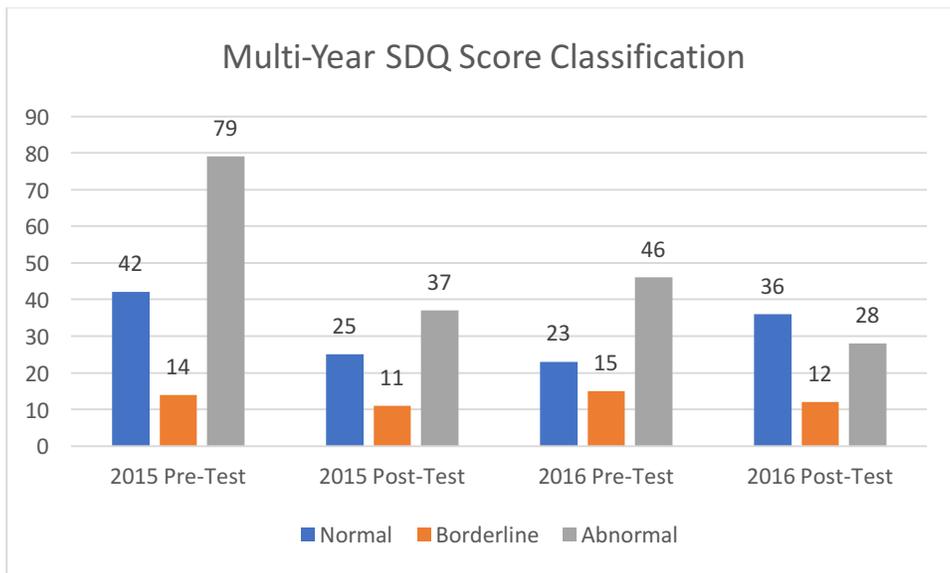
The remainder of the SDQ showed aggregate change in pre-and post-test in the correct direction. The most substantial changes were in 2016 and 2014, respectively.

Figure 40: Multi-Year SDQ Average Differences Butler County



Score classification was only analyzed for 2015 and 2016. In both years, a decrease in Abnormal scores was found. Borderline scores were nearly the same in both years, and Normal scores increased in 2016, but not 2015.

Figure 41: Multi-Year Score Classification Butler County

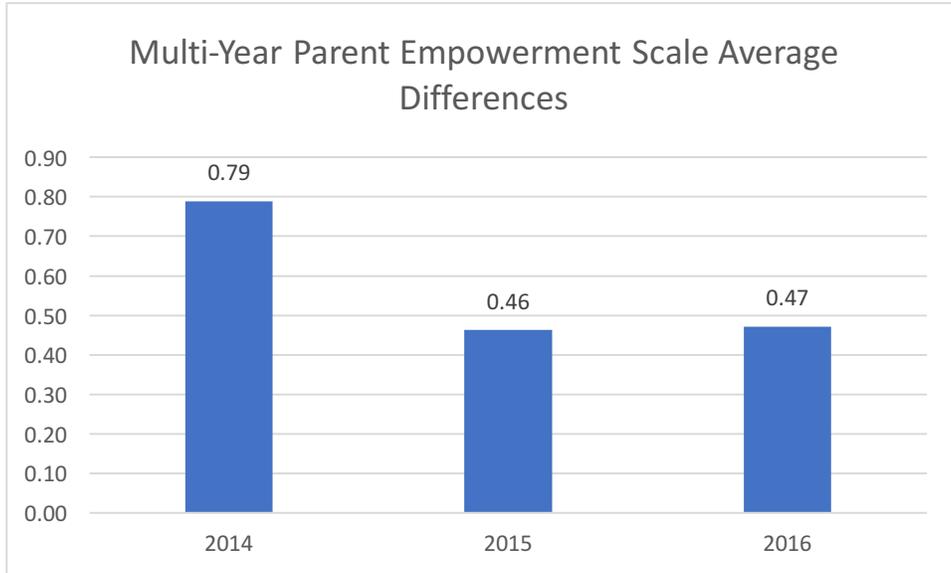


Parent Empowerment Survey:

Respondents in The Parent Project evaluation were asked a battery of questions pertaining to their feelings of empowerment as a parent before and after the program. The survey should yield higher post-test scores than pre-test scores. Responses were averaged across all questions and compared for each year. This analysis demonstrates that 2014 had the highest average change in

responses, 2015 and 2016 were nearly equal. All three years showed change in the desired direction.

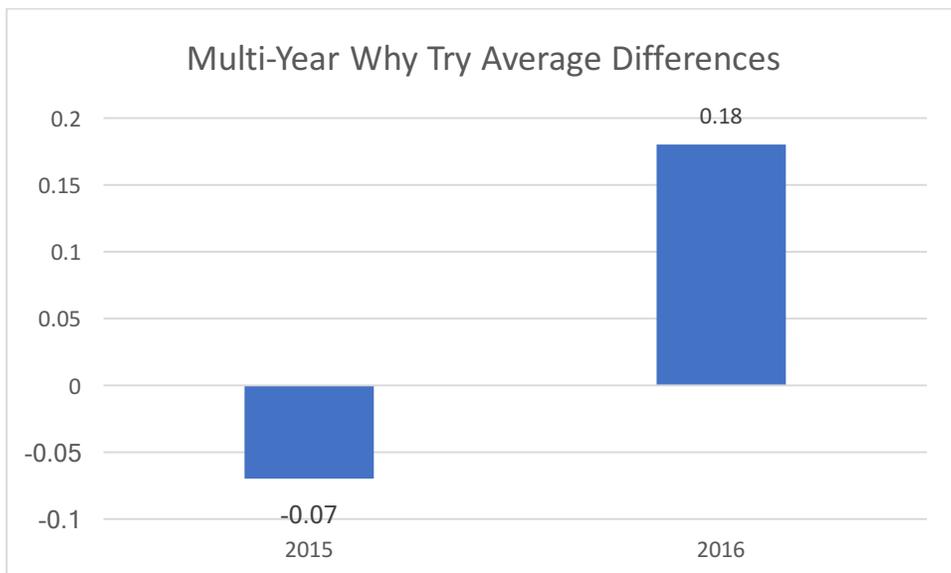
Figure 42: Multi-Year Parent Empowerment Survey Average Responses Butler County



Why Try:

Why Try is the adolescent component to The Parent Project. This is the only evaluation tool answered by the young people. It was only included in Butler County in 2015 and 2016. Scores were meant to be higher upon post-test than pre-test. In 2016, responses averaged across all items yielded this result. However, in 2015, the average responses were lower for post-test than pre-test. This may be due to more experience in implementation in 2016 than 2015. Academic year 2017 will allow for further data to determine the pattern of results and effectiveness.

Figure 43: Multi-Year Why Try Average Differences



Preble County:

Demographics:

Total number of parent/caregiver respondents:

2015: 11 (0 dropped out)

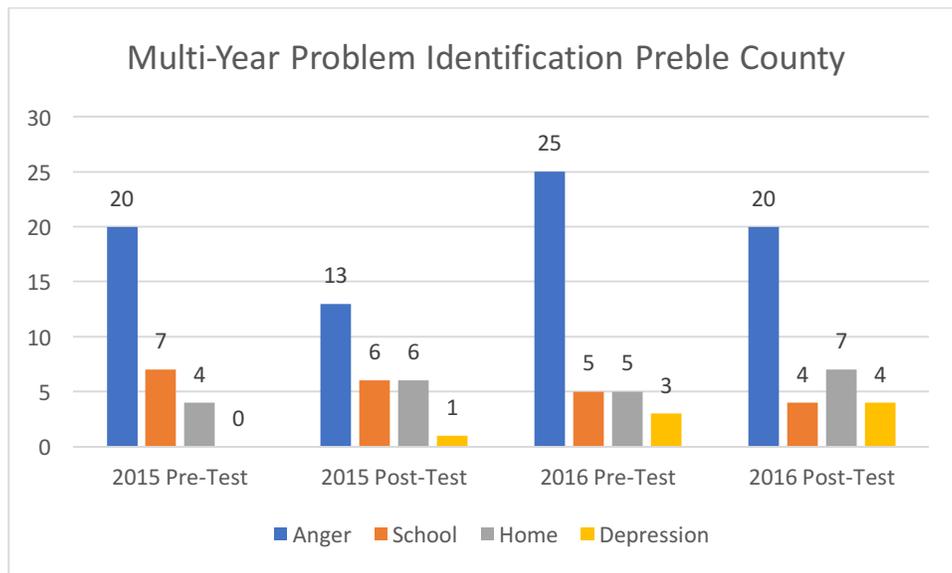
2016: 20 (1 dropped out)

Parents and caregivers were nearly all female (83.9%), 100% Caucasian, 93.5% non-Hispanic or Latino, an average of 43 years old – most reported coming from a 2-adult household. Most frequently, the highest level of education received was either High School/GED or some college. In 2015, all but one family was referred by TASC; in 2016, families were referred with equal frequency from TASC and the Court. Nearly all families completed 8-10 sessions. The youth respondents were 77.4% male, 90.3% Caucasian, 87.0% non-Hispanic or Latino. They were most frequently referred in 9th grade. In 2015, most students came from Tri-County North School district, and in 2016, most came from Eaton Community Schools.

Problem Identification:

Parents and caregivers were asked to identify the top three problems they faced with their adolescents. Problems were broken down and categorized as being either anger-related, school-related, home-related, or depression-related. In both years, there is a decrease in anger and school problems, however there was a slight increase in home and depression problems. This may be due to a decrease in the (likely) more severe anger problems allowing parents and caregivers to focus more on the young person’s home life and emotional status.

Figure 44: Multi-Year Problem Classification Preble County



Family Functioning:

To determine how the parents and caregivers felt their families were doing upon completion of The Parent Project, they were asked to respond to two questions pertaining specifically to family functioning. The first was, “All members of my family respect one another and work together for the good of our family.” The second question (only on post-test) asked adults if their families were doing better, worse, or if there had been no change since the program. Though responses from both year are strongly positive, 2016 showed more desirable numbers; 100% of participants stated their family was doing better and there was a higher difference between pre-and post-test family functioning scores.

Figure 45: Multi-Year Percent Responses “How My Family Is Doing” Preble County

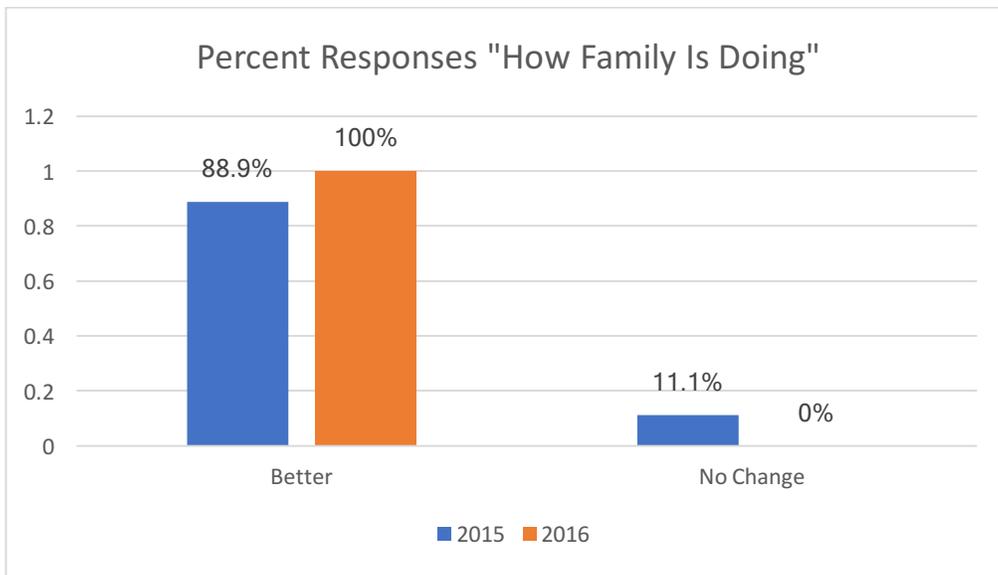
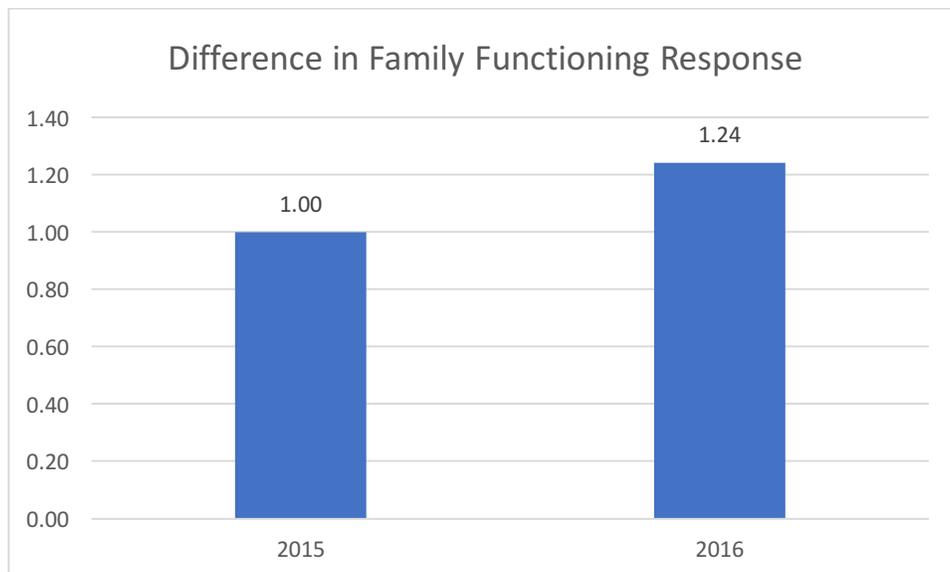


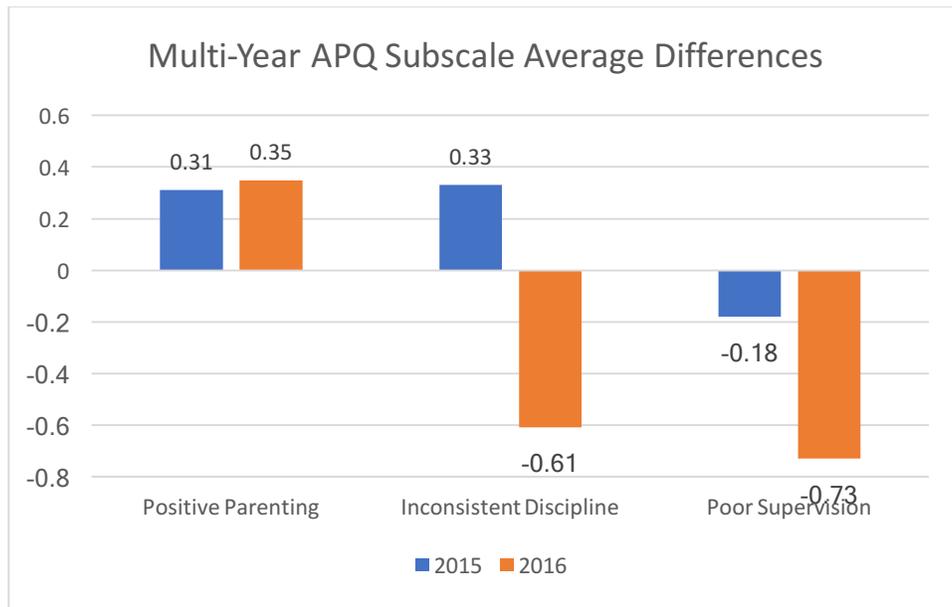
Figure 46: Multi-Year Difference in Family Functioning Response Preble County



Alabama Parenting Questionnaire:

Responses from the 9-item Alabama Parenting Questionnaire were broken down into three subscales and compared across 2015 and 2016. Positive change is desired for the Positive Parenting Subscale, however for the Inconsistent Discipline and Poor Supervision Subscales, changes should be negative. With the exception of the Inconsistent Discipline Subscale data in 2015, pre-and post-test responses moved in the desired direction for both years, with stronger movement seen in 2016.

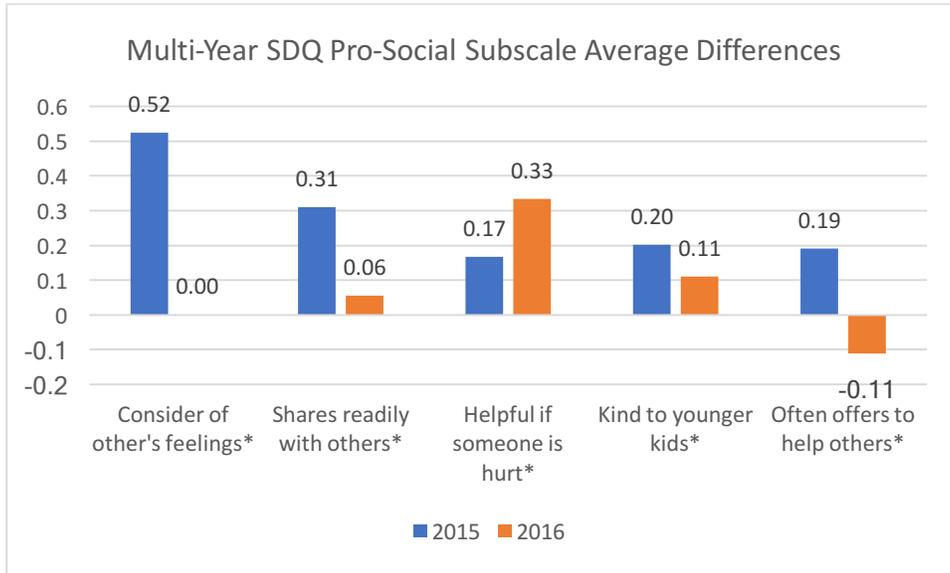
Figure 47: Multi-Year APQ Subscales Average Differences Preble County



Strengths and Difficulties Questionnaire:

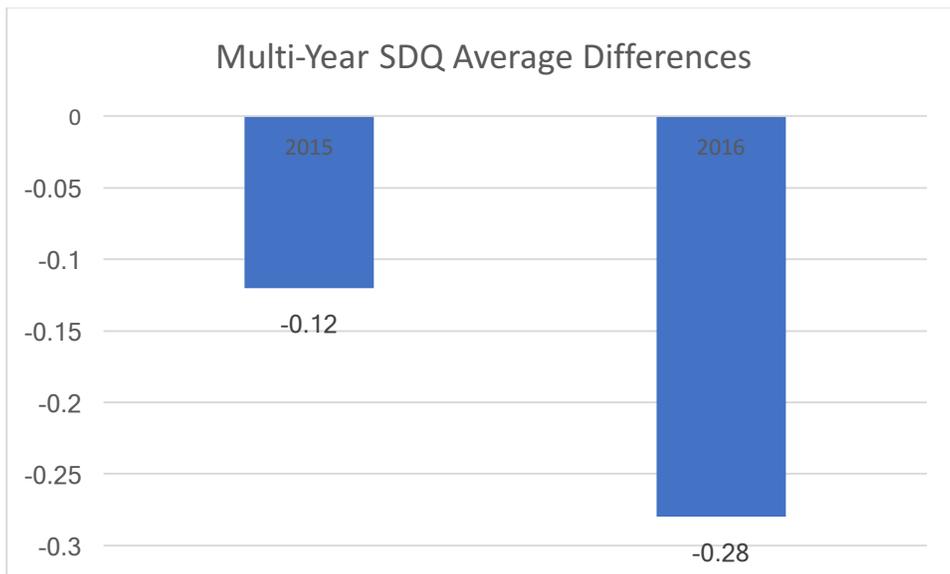
Data from the Strengths and Difficulties Questionnaire came from three main areas of interest. First, the Pro-Social Subscale contains five questions which should all have higher post-test than pre-test responses. 2015 shows the desired pattern of data, however, 2016 data shows less change in pre-and post-test numbers, with one response having gone in the undesired direction.

Figure 48: Multi-Year SDQ Pro-Social Subscale Response Difference Preble County



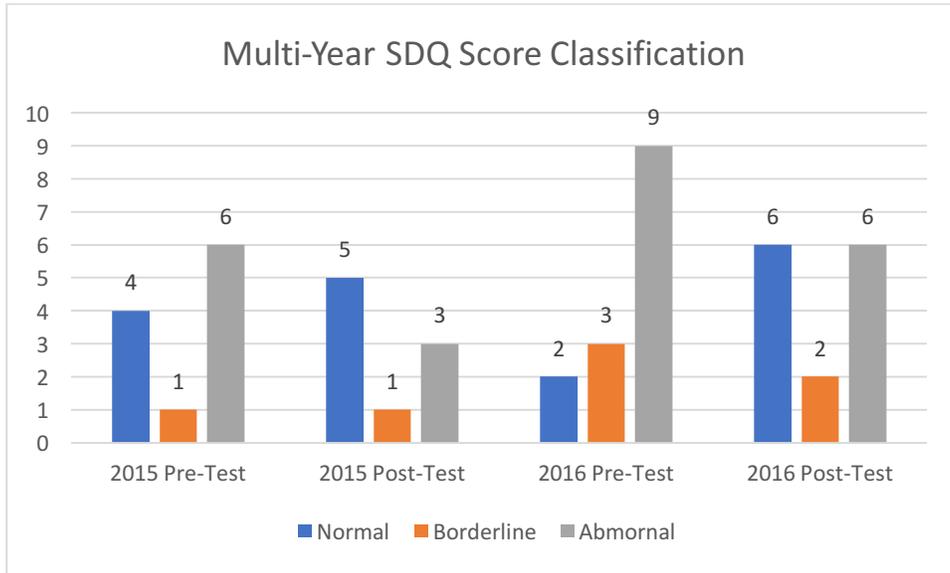
Additionally, data on the SDQ was analyzed using the aggregate differences in response to the remaining, non-Pro-Social Subscale questions. Responses for these questions should be lower in post-test than pre-test. The data moved in the desired direction and showed stronger negative differences for 2016 than 2015.

Figure 49: Multi-Year SDQ Average Differences Preble County



Finally, scores from the SDQ can be classified as Normal, Borderline, and Abnormal. Both 2015 and 2016 showed a decrease in Abnormal scores, roughly the same number of Borderline scores, and an increase in Normal scores, thus indicating movement in the desired direction.

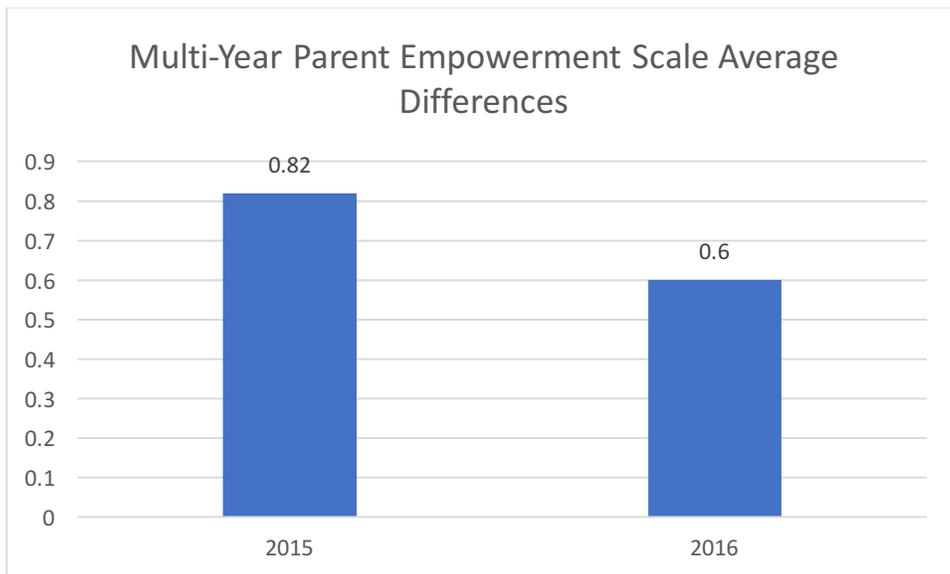
Figure 50: Multi-Year SDQ Score Classification Preble County



Parent Empowerment Survey:

Parents and caregivers were asked a battery of questions to indicate their feelings of empowerment. Responses should be higher in post-test than pre-test data. Results for Preble move in the desired direction with stronger average differences in response in 2015 than 2016.

Figure 51: Multi-Year Parent Empowerment Survey Average Differences

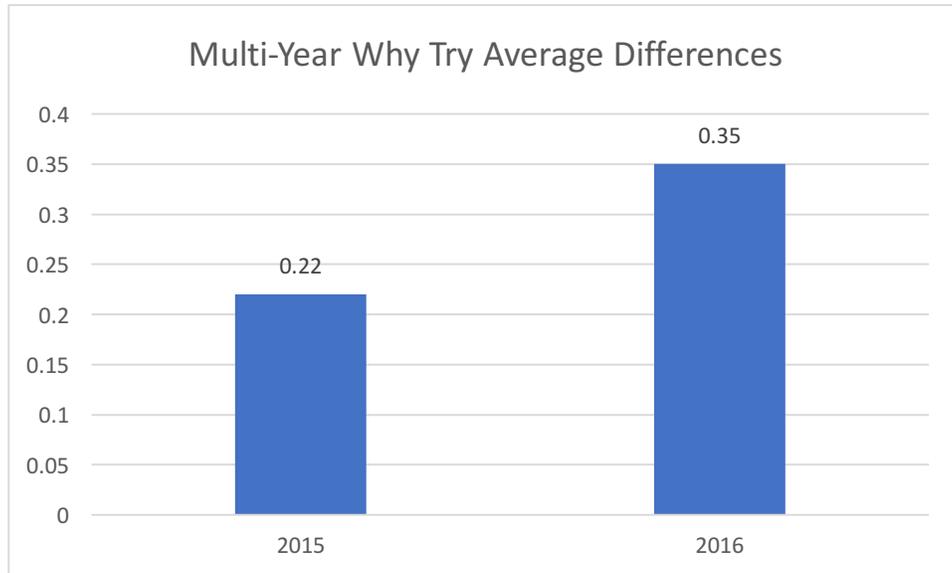


Why Try:

Of all the tools in The Parent Project evaluation, Why Try is the only questionnaire that asked for the youth voice. Young people were asked to complete this survey before and after participating in Why Try – the youth companion to The Parent Project. The desired direction should show

higher response in post-test than pre-test; this pattern was yielded by data in Preble County with a larger difference in average response in 2016.

Figure 52: Multi-Year Why Try Average Differences Preble County



Summary and Recommendations

Overall:

The data collected during the life of The Parent Project in Butler and Preble Counties indicate that, overall, the program has been successful. Facilitators were able to meet the overarching goals of the program, equipping parents with the skills to handle their difficult or hard-to-manage children. With varying magnitudes, data from each year shows movement in the desired direction from each scale used in the evaluation toolkit. An overall increase in positive behaviors and decrease in negative behaviors for two years consecutively in Preble County, and three years consecutively for Butler County indicates a pattern of success. For each academic year, on all evaluative measures, results indicated that parents, caregivers, and children had improved following the completion of the Parent Project and the Why Try programs.

Based on a comparison of Butler and Preble Counties, the retention rate in Preble County is much higher than in Butler. This may be due to the smaller number of classes in Preble County, making it easier to follow up with participants and ensuring they complete both the pre- and post-test forms. Offering incentives may be a good way to increase the completion rates of both pre- and post-tests, particularly in Butler County. Further, facilitators may want to follow-up

with participants to request completion of post-test forms. The use of Google Forms, Survey Monkey, or another online survey completion technique may help ease this task for facilitators.

Butler County:

Parents and caregivers of Butler County experienced a positive outcome based on their participation in the Parent Project. Based on the data gathered in pre- and post-tests, they observed fewer problems among their children. Particularly, they observed fewer anger-based issues, which allowed them to focus on problems their child may be experiencing in school or at home. Quantitatively, caregivers felt that their families were doing better than they were prior to completing the Parent Project. They also noticed their own parenting prowess increasing – as evidenced by the APQ-SF and PES. The SDQ demonstrated that caregivers' children are showing fewer difficulties and more strengths – particularly on the Pro-Social Subscale. The youths participating in the Parent Project also noticed improvements in their self-evaluations via the Why Try Questionnaire.

Recommendations for Butler County primarily focus on techniques for increasing completion of both the pre- and post-test forms. Streamlining the method by which the surveys are filled out may boost participant follow-through. Migrating the surveys to online (with the availability of paper copies for accessibility) will help not only the participants fill out the forms on their own time, but automate the data coding, collection, and processing process. Additionally, migrating the surveys to an online platform may allow participants who are potentially uncomfortable with the level of language used on some questionnaires to look up words or email the facilitator and ask any clarifying questions. Opening the lines of communication between participants and facilitators may also encourage continued participation in Parent Project groups upon completion of the ten sessions.

Preble County:

The participants in Preble County's Parent Project saw success in the metrics used in the evaluation. Parents and caregivers noted fewer problems in their children, most importantly, fewer anger-related problems. They exhibited more confidence in their parenting skills, as noted in the APQ-SF and the PES. They also noticed more pro-social behavior in their children (SDQ).

Finally, their self-evaluations indicated that they felt their families were experiencing more respect and cooperation as well as were doing better after having taken part in the Parent Project. The young people whose parents and caregivers were involved in the Parent Project also noted an improvement in their own ability to use better reasoning, have more self-esteem, and resilience skills.

Nearly all participants in Preble County completed the pre- and post-test survey. The retention of participants aid in the validity of the evaluation by decreasing the selection bias unique to those who choose to complete the evaluation tools both instances. This is likely easier due to the small number of classes in Preble County. The facilitators have clearly done good work in ensuring their participants follow through with full completion of the program. Larger classes would allow for a larger data set, which would allow for more powerful analyses of the outcome data in Preble County.

Appendix A: Parent Comments Butler County

What I have gained from attending The Parent Project is:

- Confidence and validation.
- New tools to help my daughter not self-harm
- Be consistent, to stay to what I say no matter what! To not be too busy when your kids are needing or wanting to talk to you. Make eye contact and respect what they say so they feel you're listening.
- I have gained a better understanding on how to deal with a strong-willed child and how to correct the unwanted behaviors.
- Different ways of punishment.
- New methods for addressing issues with children.
- Ways to handle problems with my children.
- Very good information.
- Ideas on how to handle hard headed teenagers.
- Learning new ways to work with my family to better ourselves.
- It was great.
- That I am not alone, met other parents to talk about problems
- I have gained the knowledge to know when I do things right and wrong
- That other parents are going through the same thing
- Tools to better communicate and get the results I wanna see with my children. That I can't control my child but I can control things
- Everything. Parent Project has saved me and my daughter. I use the parenting tools to live a better life with my daughter
- Who I am and what role I am responsible for. Be accountable and present to my sons every need with love at the forefront of every decision regarding him. Love, consistency, positive strokes, action plans, taking a time out
- I can benefit from words of other group members. Strategies for discipline learning the importance of consistency and family unit
- I am the most important person in my grandchildren's lives
- How to deal with difficult situations; what to look for to prevent bad things from happening
- Other ways to deal with certain issues that arise within our family. We are NOT alone.
- To be patient & calm
- I learned a lot but cannot apply it to my child right now.
- To be patient with my kids
- I have learned to interact with my son on a respectful level, instead of negative ways. Better ways to handle problems + positive strokes. Our relationship as a mom/son has grown stronger
- More knowledge and confidence in knowing what option to use to help my son
- I have now very helpful tools and knowledge in how to communicate with my 3 children. have applied the "teaspot" and it works good. This is a confirmation of the need for good of my family to continue updating myself, to have an open-mind at all times with them.
- Know that I am in control of my house
- How to notice and understand behavior
- Understanding of how to handle situations more productively
- Knowing I'm not alone
- Home life is improving, learned steps to take with my child and also with myself

- Book full of helpful info at how to deal with problems with our grandchild
- Being consistent and sharing support
- Learning how to not let my emotions get out of control and plan what I need to say. That is the best. I've learned a lot, sometimes new each week.
- A lot.
- Love! your child needs to be safe, healthy, successful! Scare tactics don't work.
- A new understanding
- The children listen better
- How to better handle things when my child does wrong. To be consistent with the things I discipline.
- Great support team. Lots of little steps to build on
- Awareness of the problems I need to focus on before they can start or get out of control awareness
- Better ways helping each other
- Learning how to communicate with my children without conflict
- A lot
- Friends
- Many of the techniques we discussed were one I was already using to raise my daughters as a single mother. The additional ideas will simply allow me to perform better.
- A little more confidence, better skills to handle my kids – that I am not the only one going through this
- To keep my punishments
- More ways to try to make a difference at home/positive change
- Skills to help make my child more successful in life and help me make my family more united
- I have met some very nice people
- Consistency and always use positive and negative strokes
- I have saw how the TEASPOTS have really taught me a lot
- Skills on how to ground them and show more love and positive strokes
- I have learned a lot from this program about how to handle things better than I was doing with my son
- I have learned to deal with my son's actions in a different way for both of us
- New approaches on how to handle my child
- I learned new ways to improve my relationship with my children. I learned very important ways that I need to help my child.
- How to create a plan of action
- Good ideas/ proven practices to implement into my parenting
- Not sure. I have to reread some chapters
- Need to be strong - unwavering- consistent - If only I got support from spouse
- Love. be consistent. plan. give more TEASPOTS

Appendix B: Parent Comments Preble County

What I have gained from attending The Parent Project is:

- Patience, understanding & TEASPOt
- Tools to help me better manage and communicate with my child.
- I learned different ways to handle situations and to look at my son's world and his concerns.
- TEASPOt and spot checks.
- Reassurance in the way I parent
- I learned to have more confidence as a parent because I learned the steps to help my child.
- I learned I cannot control my child, but I can control the things around him.
- Learning to listen to my child
- I learned to take control and how to discipline
- no response
- How to be a better parent
- The skills and tools to gain control of negative situations and turn it positive. Praising & positive reinforcement.
- A better understanding of how to address and respond to situations involving my child.
- Some better ways to deal with punishments and his outbursts.
- Tools to help me better communicate with my child. Different ways to handle situations and look at his world and concerns.

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