

STRENGTHENING Families PROGRAM
FOR PARENTS AND YOUTH 10-14



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**Strengthening Families Program:
For Parents and Youth 10-14**

A parent, youth, and family skills-building curriculum designed to:

- Strengthen parenting skills
- Build family strengths
- Prevent teen substance abuse and other behavior problems

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**Strengthening Families Program:
For Parents and Youth 10-14**

Recognized by the following agencies:

- Office of Juvenile Justice and Delinquency Prevention
- Substance Abuse in Mental Health Services Administration
- Center for Substance Abuse Prevention
- 4-H Program of Distinction
- National Institute on Drug Abuse
- US Department of Education



Awards:

- Annie E. Casey Foundation Family Strengthening Award

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

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Features of the Program

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



Program Format

- Developed for parents and youth 10-14
- Designed for 7-10 families
- Seven two-hour sessions with graduation
- Four Booster Sessions may be held 3-12 months later



Session Format

- First Hour
 - Parent Group
 - Youth Group
- Second Hour
 - Parents and youth together in family session
- Facilitators
 - 1 for parent sessions
 - 2 for youth sessions
 - All 3 facilitate the family session



Program Activities

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





What are Risk Factors?

Risk factors are any circumstances that may increase the likelihood of youth engaging in risky behaviors

- Exposure to multiple risk factors has cumulative effects
- There are different risk factors for different age groups
- It is desirable for prevention to occur before the first onset of the risky behavior



What are Protective Factors?

Protective factors are any circumstances that promote healthy youth behaviors and decrease the chance that youth will engage in risky behaviors

- **Individual characteristics:** temperament, dispositions, and skills may cushion the effects of adversity or stress.
- **Attributes of the child's environment:** such as social support, parental warmth, appropriate discipline, adult monitoring and supervision, and bonding to family or other positive role models may also function as protective factors.



Parental Risk and Protective Factors Addressed by SFP 10-14

Risk Factors

- Demanding and rejecting behavior
- Poor child management
- Harsh and inappropriate discipline
- Poor communication of family rules

Protective Factors

- Positive parent-child affect
- Supportive family involvement
- Age-appropriate expectations
- Appropriate parental monitoring
- Clear expectations regarding substance use



Youth Risk and Protective Factors Addressed by SFP 10-14

Risk Factors

- Aggressive or withdrawn behavior
- Negative peer influence
- Poor school performance
- Lack of prosocial goals
- Poor relationship with parents



Protective Factors

- Positive future orientation
- Peer pressure resistance skills
- Prosocial peer relationships
- Positive management of emotions
- Empathy with parents



Topics of Parent Sessions

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



Topics of Youth Sessions

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



Topics of Family Sessions

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



PUBLISHED RESULTS FROM LONGITUDINAL SCIENTIFIC EVALUATION

1993 - CURRENT



Age of First Use Predicts Alcoholism

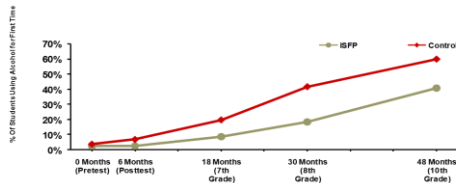


National Institutes of Health, News Release, January 1998. www.niaaa.nih.gov



Lifetime Alcohol Use without Parental Permission

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

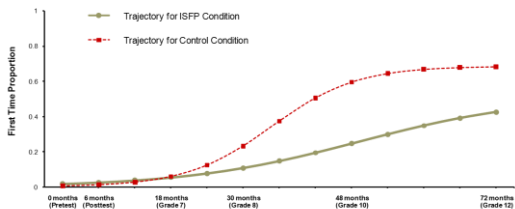


At the 10th grade, SFP 10-14 students exhibited a 32% relative reduction in alcohol use compared to control group students (p<.01).



Lifetime Drunkenness by Condition

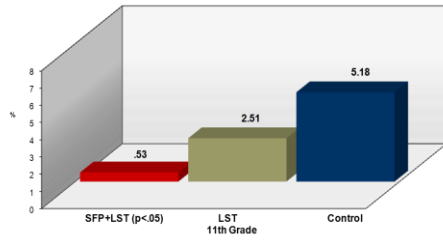
Lifetime Drunkenness Through 6 Years Past Baseline: Logistic Growth Curve



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



Meth Initiation Results at 4½ Years Past Baseline



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

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Program Effects on Other Substances

Average age at given prevalence levels

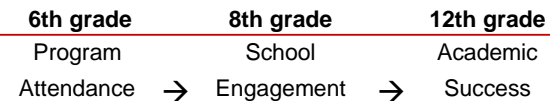
	Prevalence Rate	Age	
		Control	ISFP
Lifetime Alcohol Use w/o Parent Permission	40%	14.4	17.0*
Lifetime Drunkenness	35%	15.3	17.5*
Lifetime Cigarette Use	30%	15.7	17.9*
Lifetime Marijuana Use	10%	15.5	17.8

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

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

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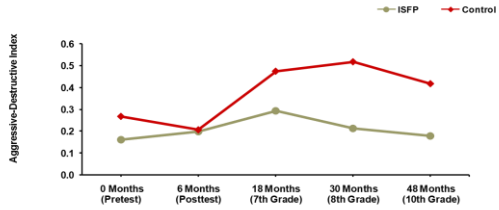
Increased School Achievement



Spoth, R., Randall, G. K., & Shin, C. (2008). Experimental support for a model of partnership-based family intervention effects on long-term academic success. *School Psychology Quarterly*, 23(1), 70-89.

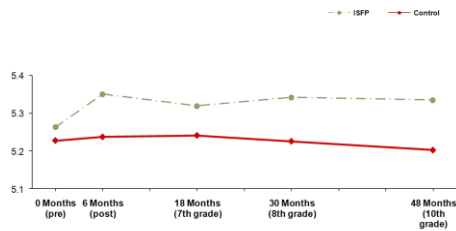
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Changes in Aggressive Behavior



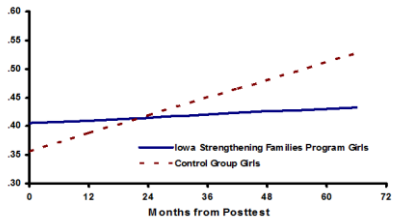
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Positive Discipline by Parents



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Symptoms of Depression and Anxiety Among Girls



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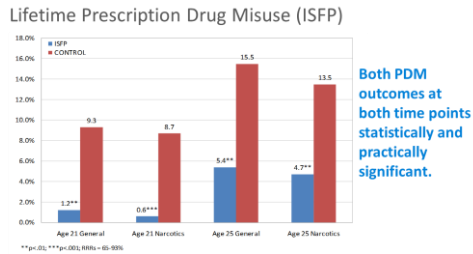
Randomized, Controlled Trials (RCTs) Testing Long-term Effects of Universal Preventive Interventions – Overview

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

Source: Spoth, R. & Trudeau, L. (May 2016). Three RCTs evaluating universal preventive interventions: Longitudinal effects on prescription drug misuse and cost effectiveness. Symposium for American Psychiatric Association Annual Meeting, Atlanta, GA.



Study 1: Longitudinal Results Project Family Young Adult Outcomes

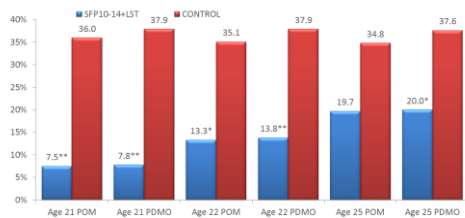


Sources: Spoth, Trudeau, Shin, et al. (2013). Longitudinal effects of universal preventive intervention on prescription drug misuse: Three RCTs with late adolescents and young adults. American Journal of Public Health, 103, 665-672. Also see Spoth, Trudeau, Shin & Redmond (2006). Long-term effects of universal preventive interventions on prescription drug misuse. Addiction, 103(7), 1169-1168. Notes: General-Misuse of narcotics or CNS depressants or stimulants.



Study 2: Longitudinal Results CaFaY Young Adult Outcomes

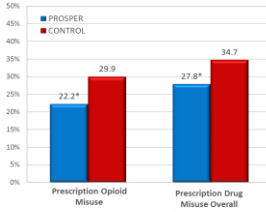
Stronger Outcomes for Higher-Risk Subsample (SFP 10-14 + LST)



Source: Spoth, Trudeau, Shin, Ralston, Redmond, Greenberg, & Feinberg (2013). Longitudinal effects of universal preventive intervention on prescription drug misuse: Three RCTs with late adolescents and young adults. American Journal of Public Health, 103(4), 665-672.



Study 3: Longitudinal Results PROSPER Long-term Impact on Young Adult Lifetime Misuse

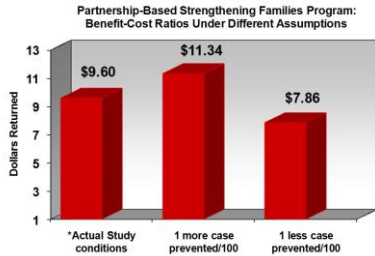


PROSPER vs. control differences are practically significant: For every 100 misusers in non-PROSPER communities, there would be about 20-26 fewer in PROSPER communities.

Note: *p<.05, RR(95% CI)=20-26%
Source: Spoth, R., et al. Long-term effects of the PROSPER delivery system for universal prevention: Emerging adult substance misuse and associated risk behavior outcomes. Manuscript in final preparation.



Benefit-Cost Analysis



Source: Spoth, Guyll, & Day (2002). Universal family-focused interventions in alcohol-use disorder prevention: Cost-effectiveness and cost-benefit analyses of two interventions. *Journal of Studies on Alcohol*, 63, 219-228.



Landmark International Analysis of Family Programs

- Designed to identify effective programs
- Reviewed 6,000 Studies of Programs Designed to Prevent Alcohol Misuse in Young People
- Funded by the World Health Organization
- Conducted by Foxcroft and colleagues, Oxford Brookes University, Oxford, England
- Used strict criteria following the approach of the International Cochrane Collaboration, Drugs and Alcohol Review Group



Conclusion from World Health Organization Sponsored Review

“Disappointing results from school-based programmes have encouraged interest in family interventions. The one with the best track record is the US Strengthening Families Programme: 10-14, an approach now being tried in Britain.”

- David Foxcroft, Oxford Brookes University
(Cochrane Collaboration Systematic Review, 2002)
Foxcroft, Ireland, Lister-Sharp, Lowe and Breen



Parents say...

“The most valuable thing I learned”

- *“to listen to my child and their feelings”*
- *“not criticize my child personally when I’m angry”*
- *“to set rules and consequences and still show love”*
- *“reminded to show love and listen with respect to my child”*



Parent Testimonials

- Since there was a court order for my son to do this, we both felt it would be a waste of time. We both were wrong. Not only has it shown me ways to deal with the troubled time we as parents face raising our children, he also learned to handle the stresses of being a teenager and peer pressure. We have shared the things that we have learned with others in our family, that did not attend the program. I have to say that things are going much better for us all.
- It is a great tool in helping families stay strong and work together in tough times. It also helps to make those great times even greater. Please know that this program is going to help many families, that might not have the resources to find it on their own.
- This is the first time since my son was born that my husband and I have been on the same page.



Youth say...

“The most valuable thing I learned...”

- “to deal with peer pressure”
- “that my parents have stress too”
- “how to talk to mom and dad”
- “how to solve problems”
- “to do things together more”
- “consequences when I get in trouble”
- “my parents love me”



One facilitator’s testimonial

“As a facilitator, I am sold on the program. I am thankful for every family who has participated and hope that they find the tools, skills, and strategies we have shared helpful. I am grateful to the community leaders and extension personnel who have supported and promoted the program. Single parents, traditional families, grandparents, and blended families all share common needs, goals, and challenges.”

- Diane Lair, Winterset, Iowa



Another facilitator’s testimonial

I'll tell you this, PROSPER and SFP:10-14 are a big part of my family's lives. I did the program personally with each of my boys and the three of us are team members! It has taught us all so much.....making time for quality family time and family meetings to respect each others time and scheduling is needed nowadays with teenage boys! I'm sure the peer pressure steps helped them because they have a great group of friends! We love it! Thanks for the opportunities!

- Cori Wright, Scranton, PA





"I learned that it's easier to talk it out than fight and yell."

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Family tree activity (adapted tribal strengths canoe for Co-Salish tribes) helps parents and youth come together and see themselves as family

- Photo by Washington State University Extension

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Parents: "I appreciated the family meeting; point system and ensuing negotiations with youth."

- Photo by Washington State University Extension

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Families talked about their family values. Families then made a shield representing their family values.

Newport News, Virginia

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Youth and parents learned to reach their goals

Newport News, Virginia

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Families had fun together with the knot game.

Hampton, Iowa

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During the family session, parents & youth worked on their communication & problem solving skills.

Newport News, Virginia

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Parents: "We learned to show love and appreciate each other"

Hampton, Iowa

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"I learned what a fantastic child I have."

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Visit us on the web:

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

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