



Strengthening Multiethnic Families and Communities

Parent Education Program Results

J U L Y 2 0 1 7

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Introduction

The Strengthening Multi-Ethnic Families and Communities (SMEF&C) program is a culturally sensitive parent education course that was designed to prevent family and community violence, improve parent-child relationships, and promote healthy families. The program serves families with various types of caregivers, including parents but also grandparents, aunts and uncles, etc. and children of all ages. This parent education curriculum was developed in 1990 by Dr. Marilyn Steele and her colleagues.

Foundation staff requested funding to provide SMEF&C under the umbrella of the Wilder Center for Parent Education, as part of the Wilder Foundation's Catalyst Fund to "seed priorities or ideas for capacity building, repositioning work, advance a core or strategic priority along, fuel transformation, or improve process." The Wilder Center for Parent Education currently provides another parent education program for parents with children age 3-7 years. The proposed goal of providing SMEF&C was to create a continuum of parent education offerings in order to reach a broad client base.

Foundation staff provided SMEF&C courses beginning in the fall of 2016 through summer of 2017. Program staff partnered with Wilder Research to evaluate the impact of the program. Using standardized pre- and post-questionnaires developed by Dr. Marilyn Steele, participating parents were asked about their abilities to enhance their child's self-esteem, self-discipline and social skills. Parents were also asked to rate their abilities to manage anger and conflict and use positive discipline strategies. The pre- and post-questionnaires also ask parents about their involvement in the community. This report highlights findings from this work.

Strengthening Multi-Ethnic Families and Communities groups

Courses were provided for a total of four groups from November 2016 through June 2017. Course groups were held at Linwood Monroe Arts Plus Upper School, Wilder Foundation's Jackson Street Village Supportive Housing Community, Wilder Foundation's Child Guidance Clinic, and Dayton's Bluff Elementary School. Parents were recruited to participate through flyers, brochures, announcements, agency referrals, court orders, and word of mouth.

Participant enrollment and graduation

A total of 30 people registered for the four SMEF&C courses. Eleven people graduated from services, which was defined as attending at least 8 of 12 sessions. The other 19 parents did not complete services. Twelve attended 3 to 7 sessions, while seven attended two sessions or less.

Staff described challenges related to recruitment and retention. These challenges included a turnover of housing staff at a partner program and a lack of communication between referral partners and program facilitators regarding parent participation barriers throughout the course.

Overview of methods

This evaluation uses data collected through pre- and post-questionnaires. Parents were asked to complete pre-questionnaires at the start of the program and post-questionnaires at program end. Matched pre- and post- data were analyzed for the eleven parents who graduated. Insufficient numbers of matched pre- and post- data are available for parents who did not complete the course to be useful for analysis and reporting. It is not possible to look at differences between parents who graduated and parents who did not graduate.

The pre- and post-questionnaires uses a five point scale response options for most items. For the purposes of this evaluation, a 4 or 5 point frequency rating is defined as “high,” a rating of 3 is defined as “neutral or remained the same,” and a rating of 1 or 2 is defined as “low.” The ratings are transposed where the questionnaire asks about frequency of negative behavior. Change scores and improvement rates were calculated for each question. Due to the small sample size, tests for statistical significance cannot be used.

In some cases, pre-post changes may appear to be declining rather than improving. There are a number of possible explanations for why parents might have reported decreases in positive behaviors or increases in negative behaviors at program end. Some parents may want to present themselves very positively in the pre-questionnaire and, after developing more trust and understanding throughout the course, parents may provide a more honest answer in the post-questionnaire. It may also be that parents became more self-aware and their perceptions about themselves changed.

Although data from the registration form showed that the eleven parents who graduated from the course had a total of 22 child, matched pre- and post- data from the questionnaires completed by parents were only available for 12 children.

Demographic data and data about parents’ referral and service history were collected through registration forms.

Demographics

Parent demographics (N=11)

The following is demographic information on the parents who graduated from the SMEF&C course. This data was collected through the registration form. Demographic information on all 30 registered parents can be found in the Appendix.

The eleven parents who graduated from the program were predominantly:

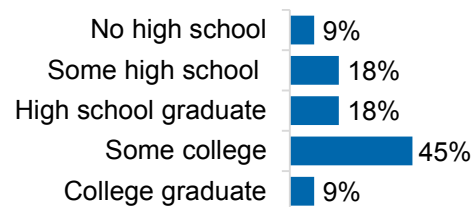
- Female (73%)
- Between the ages of 20-29 (40%) or 30-39 (60%), with an average age of 32 years.
- White (45%), Black (36%) or Multi-ethnic (18%)
- Single custodial parents (64%)

All of the parents who graduated from the program reported that English was their first language.

Parent education level

Most of the parents had some college (45%), were high school graduates (18%) or had some high school (18; Figure 1).

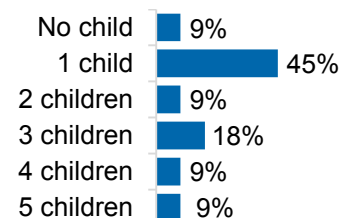
1. Parent education level (N=11)



Number of child in household

Forty-five percent of parents reported one child in the household. The total combined number of children for all parents who graduated from the program is 22, with 60 percent of those children age 6 to 18 years (Figure 2).

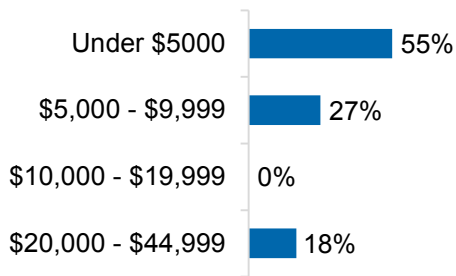
2. Number of child in household (N=11)



Parent income level

Fifty-five percent of parents who graduated reported a household income of under \$5,000 (Figure 3).

3. Household income (N=11)



History of previous parent education courses

Of the eleven parents who graduated, five reported that they have previously taken a parent education course. Previous parent education courses were described as courses completed through African American Family Association, Bridgeview, East Women's Council, Urban Ventures, and also during incarceration.

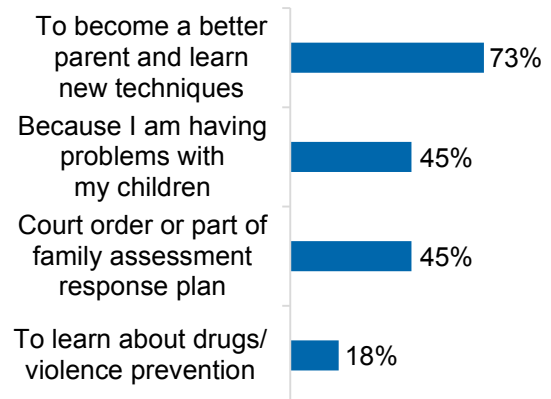
How parents learned about SMEF&C

The eleven parents who graduated were referred to the course through a variety of channels, including a school staff person, a youth case manager, a social worker, the Wilder Foundation, the Father Project in Saint Paul, and Ramsey County Correctional Facility. One parent learned about the program through their own internet search.

Reasons for taking the SMEF&C course

In the registration form, parents were asked why they were taking the course. Three in four of the parents who graduated from the SMEF&C program said that they wanted to become a better parent and learn new techniques (73%). Almost half indicated that it is because they are having problems with their child (45%). Similarly, 45 percent of graduated parents said it is because of a court order or part of a family assessment response plan. Fewer said they wanted to learn more about drugs and violence prevention (18%; Figure 4). See Appendix for the reasons reported by all 30 parents who registered for the SMEF&C.

4. Why parents enrolled in the course (N=11)



Results

Using information from the pre- and post-questionnaires, this section summarizes changes in behaviors and skills that parents experienced from program entry to program completion. The results are organized in the same manner of the questionnaire: Community Involvement, Parent-Child Interactions, Parents' Abilities, Child's Abilities, and Parent Satisfaction. Due to the small sample size, findings should be interpreted with caution.

Community involvement

The first set of questions assessed the involvement of parents and their child in community activities. At both the start and the end of the program, all parents reported that they and their child used their social network of friends and family in times of need. At the start of the program, two-thirds of parents reported participating in child's education and school activities (67%; Figure 5) and one-third reported participating in youth group activities (36%). At the end of the program, involvement increased for both of these activities (to 76% and 45% respectively; Figure 6).

Involvement in community activities doubled over the course of the program from 27 percent and program start to 54 percent at program end. Fewer parents reported participating in spiritual or religious activities (18% at both program start and program end).

5. Pre-post change in parent's participation in community activities (N=11)

Do you...	Pre-questionnaire	Post-questionnaire	Change difference
Have a support network of friends and family in times of need	100%	100%	0%
Actively participate in child's education/school activities	67%	76%	9%

6. Pre-post change in parent's and child's participation in community activities (N=11)

Do you and your child ...	Pre-questionnaire	Post-questionnaire	Change difference
Participate in community activities	27%	54%	27%
Participate in youth group activities	36%	45%	9%
Participate in spiritual or religious activities	18%	18%	0%

Parent-child interactions

Parents were also asked about the frequency of a variety of interactions with their child. Parents reported engaging in some behaviors frequently (i.e., “usually” or “always”) at both program beginning and end, including kissing or hugging their child (64%) and acknowledging or praising child for good behavior (55%). All parents either said that they “usually” or “always” spend time with their individual child (45%) or reported an increase in this behavior (55%). For all other items, 18 to 27 percent of the parents reported an increased frequency of behavior at the time the program ended (Figure 7).

No parents reported that they “usually” or “always” go to cultural/ethnic events with their child at either reporting periods. Thirty-six percent of the parents said at both program beginning and end that they did this “sometimes,” while 27 percent said that they did this “rarely” or “never.” Eighteen percent of parents reported that they did this more often by the end of the program than they had at the beginning.

While most parents maintained a high level of interaction, or increased the frequency of their interactions with their child, some reported a decrease. Most notably, 45 percent of parents had family discussions to establish rules less frequently than they did at the start of the program. One-third of parents listened to or asked for their child’s opinions and ideas less frequently (36%).

7. Pre-post change in frequency of parents positive interactions with their child (N=11)

How often parents...	Increased*	Maintained high "Usually" or "Always"	Maintained neutral "Sometimes"	Maintained low "Rarely" or "Never"	Decreased*
Kiss or hug child	18%	64%	9%	9%	0%
Acknowledge or praise child for good behavior	18%	55%	0%	0%	27%
Spend time with individual child	55%	45%	0%	0%	0%
Have fun together as a family	18%	36%	18%	0%	27%
Listen to or ask for child’s opinions and ideas	27%	27%	9%	0%	36%
Have family discussions to establish rules	18%	9%	27%	0%	45%
Go to cultural/ethnic events together	18%	0%	36%	27%	18%

Note. The questionnaire response options were “Always,” “Usually,” “Sometimes,” “Rarely” or “Never.”

* Increased: Parents reported a more frequent response in the post-questionnaire than in the pre-questionnaire such as moving from “rarely” to “sometimes” or from “usually” to “always.”

* Decreased: Parents reported a less frequent response in the post-questionnaire than in the pre-questionnaire.

Parents were also asked how frequently they talk to their child about sexual responsibility, and the dangers of violence, drugs and gangs. Over half of the parents (55%) reported that they “rarely” or “never” discussed these topics with their child. Nine percent reported an increase in these interactions with their child (Figure 8).

8. Pre-post change in parents’ talking with their child about sexual responsibility, drugs, and violence (N=11)

How often parents...	Increased*	Maintained "Usually" or "Always"	Maintained "Sometimes"	Maintained "Rarely" or "Never"	Decreased*
Talk about sexual responsibility	9%	9%	18%	55%	9%
Talk about the dangers of violence/drugs/gangs	9%	0%	9%	55%	27%

Note. The questionnaire response options were “Always,” “Usually,” “Sometimes,” “Rarely” or “Never.”

* Increased: Parents reported a more frequent response in the post-questionnaire than in the pre-questionnaire such as moving from “rarely” to “sometimes” or from “usually” to “always.”

* Decreased: Parents reported a less frequent response in the post-questionnaire than in the pre-questionnaire.

One of the program’s goals is to prevent family violence, and almost half of the parents increased their frequency of ignoring their child when they misbehave (45%). Thirty-six percent of the parents reported at the end of the program that they more frequently gave their child rewards, while 27 percent reported that they less frequently gave their child rewards (Figure 9).

9. Pre-post change in managing child’s behavior (N=11)

How often parents...	Increased*	Maintained "Usually" or "Always"	Maintained "Sometimes"	Maintained "Rarely" or "Never"	Decreased*
Ignore child when they misbehave	45%	0%	55%	0%	0%
Give child rewards	36%	18%	18%	0%	27%

Note. The questionnaire response options were “Always,” “Usually,” “Sometimes,” “Rarely” or “Never.”

* Increased: Parents reported a more frequent response in the post-questionnaire than in the pre-questionnaire such as moving from “rarely” to “sometimes” or from “usually” to “always.”

* Decreased: Parents reported a less frequent response in the post-questionnaire than in the pre-questionnaire.

Some parents reported decreased frequency of negative interactions with their child at the end of the program. Parents reported that they less frequently shouted at (36%), threatened or criticized (20%), or hit or spank their child (9%). However, 40 percent reported that they more frequently threatened or criticized their child (Figure 10). Again, it should be noted that parents’ honesty or self-awareness may have changed since starting the program.

10. Pre-post change in parents negative interactions with their child (N=10-11)

How often parents...	Increased*	Maintained "Rarely" or "Never"	Maintained "Sometimes"	Maintained "Usually" or "Always"	Decreased*
Shout at child	18%	27%	18%	0%	36%
Threaten or criticize child	40%	40%	0%	0%	20%
Get angry when child makes mistakes	18%	27%	36%	0%	18%
Hit or spank child	9%	73%	9%	0%	9%

Note. The questionnaire response options were “Always,” “Usually,” “Sometimes,” “Rarely” or “Never.”

* Increased: Parents reported a more frequent response in the post-questionnaire than in the pre-questionnaire such as moving from “rarely” to “sometimes” or from “usually” to “always.”

* Decreased: Parents reported a less frequent response in the post-questionnaire than in the pre-questionnaire.

Parent abilities

One focus of the Strengthening Multi-Ethnic Families and Communities program is to build parents’ abilities to manage anger and conflict and develop problem solving skills. The greatest change was seen in parents’ ability to manage their anger. Almost two-thirds of the parents reported improved ability to manage anger (64%). Forty-five percent of parents reported improved ability to express emotions; handle child’s fighting, violent, or destructive behavior; make plans in achieving their goals; and make suggestions to their child’s teacher. Thirty-six percent of the parents also reported improved ability to teach their child right from wrong and handle a child’s refusal to do housework. Most other parents maintained high ratings at from program entry to completion on their ability to make suggestions to child’s teacher (55%) and teach their child right from wrong (45%; Figure 11).

Fewer parents showed an improved ability to access support and resources within the community (18%). Thirty-six percent of parents reported a decline in ratings of their ability to handle their child’s fighting, violent, or destructive behavior.

11. Pre-post change in parents’ abilities to manage conflict

How parents feel about their ability...	Improved*	Maintained High (Good or Very good)	Maintained Neutral (So-so)	Maintained Low (Poor or Very Poor)	Declined*
To make suggestions to child’s teacher	45%	55%	0%	0%	0%
To teach child right from wrong	36%	45%	0%	0%	18%
To express emotions	45%	36%	18%	0%	0%
To handle child’s refusal to do housework	36%	36%	9%	0%	18%
To access support and resources within community	18%	36%	45%	0%	0%
To manage anger	64%	27%	0%	0%	9%
To handle child’s fighting, violent, or destructive behavior	45%	18%	0%	0%	36%
To make plans to achieve personal goals	45%	18%	18%	0%	18%

Note. The questionnaire response options were “Very good,” “Good,” “So-so,” “Poor” or “Very poor.”

* Improved: Parents rated the item “higher” in the post-questionnaire than in the pre-questionnaire such as moving from “so-so” to “good” or from “good” to “very good.”

* Declined: Parents rated the item lower in the post-questionnaire than in the pre-questionnaire.

Parents reported improvement in their feelings about their relationships with their child (45%), other family members (36%) and their family as a whole (40%; Figure 12).

12. Pre-post change in parents perceptions of family relationships (N=10-11)

How parents feel about their ...	Improved*	Maintained High (Good or Very good)	Maintained Neutral (So-so)	Maintained Low (Poor or Very Poor)	Declined*
Relationship with child	45%	45%	0%	9%	0%
Family as a whole	40%	50%	0%	0%	10%
Relationship with other family members	36%	36%	9%	0%	18%

Note. The questionnaire response options were “Very good,” “Good,” “So-so,” “Poor” or “Very poor.”

* Improved: Parents rated the item “higher” in the post-questionnaire than in the pre-questionnaire such as moving from “so-so” to “good” or from “good” to “very good.”

* Declined: Parents rated the item lower in the post-questionnaire than in the pre-questionnaire.

Child's abilities

At the end of the program, half of the parents rated their child's abilities to feel good about themselves more positively than they had at the beginning. Parents also reported improvements in their child's abilities to control their behavior (46%) and their child's ability to consider other when making decisions (37%). Fewer parents reported improvement in their child's abilities to ask for help or guidance if needed (18%). Forty-six percent of parents rated their child's abilities to ask for help or guidance if needed lower at program end than they had at the beginning of services (Figure 13).

Eighty-two percent of parents reported feeling "good" or "very good" about their child's ability to feel comfortable with their ethnicity both at the start and end of the program. Eighteen percent went from feeling "so-so" at the beginning of the program to feeling "good" about this.

13. Pre-post change in parents' perceptions of their child's self-esteem and abilities (N=10-11)

How parents felt about child's abilities...	Improved*	Maintained high (Good or Very good)	Maintained neutral (So-so)	Maintained low (Poor or Very poor)	Declined*
To feel good about him/herself (self-esteem)	50%	40%	10%	0%	0%
To control their behavior (self-discipline)	46%	18%	18%	0%	18%
To consider others when making decisions	37%	27%	18%	0%	18%
To feel comfortable with their ethnicity	18%	82%	0%	0%	0%
To manage or express their feelings and emotions	10%	27%	27%	18%	18%
To ask for help or guidance if needed	18%	27%	0%	10%	46%

Note. The questionnaire response options were "Very good," "Good," "So-so," "Poor" or "Very poor."

* Improved: Parents rated the item "higher" in the post-questionnaire than in the pre-questionnaire such as moving from "so-so" to "good" or from "good" to "very good."

* Declined: Parents rated the item lower in the post-questionnaire than in the pre-questionnaire.

Seven parents reported feeling “good” or “very good” about their child’s abilities to avoid using or dealing drugs and to avoid violence and stay out of gangs both at the start and end of the program. One parent went from feeling “very poor” at the beginning of the program to feeling “so-so” about their child’s abilities to avoid using or dealing drugs and to avoid violence and stay out of gangs (Figure 14).

14. Pre-post change in parents’ perceptions of their child’s abilities to avoid drugs and violence (N=8)

How parents felt about child’s abilities...	Improved*	Maintained “Good” or “Very good”	Maintained “So-so”	Maintained “Poor” or “Very poor”	Declined*
To avoid using/dealing drugs	1	7	0	0	0
To avoid violence and/or stay out of gangs	1	7	0	0	0

Note. The questionnaire response options were “Very good,” “Good,” “So-so,” “Poor” or “Very poor.”

* Improved: Parents rated the item “higher” in the post-questionnaire than in the pre-questionnaire such as moving from “so-so” to “good” or from “good” to “very good.”

* Declined: Parents rated the item lower in the post-questionnaire than in the pre-questionnaire.

Satisfaction

In the post-questionnaire, parents were also asked about their satisfaction with the course curriculum as well as the instructor, course materials and activities. Satisfaction data is reported on all seventeen parents who completed the post-questionnaire, including parents who graduated and parents who did not complete (attend eight or more courses).

All parents said that they would recommend the class to family and friends.

All parents gave ratings of “good” or “very good” to information presented in class, including positive discipline techniques, ethnic/cultural roots & traditions, enhancing relationships, and rites of passage topics and activities. Fewer parents rated the information on community involvement activities as “good” or “very good” (65%; Figure 15)

15. Parents’ ratings of the information presented in class (N=17)

	Very good	Good	So-so	Poor	Very poor
Positive discipline techniques	82%	18%	0%	0%	0%
Ethnic/cultural roots & traditions	76%	24%	0%	0%	0%
Enhancing relationships	76%	24%	0%	0%	0%
Rites of Passage Topics/Activities	76%	24%	0%	0%	0%
Community involvement activities	65%	18%	12%	6%	0%

All parents rated the instructor’s knowledge and skill, the opportunities to exchange ideas and ask questions, role-playing activities, and the parenting book as “good” or “very good.” Six percent of the parents felt “so-so” about the follow-up activities (Figure 16).

16. Parents rating of instructor, course materials and activities (N=17)

	Very good	Good	So-so	Poor	Very poor
The instructor’s knowledge/skill	88%	12%	0%	0%	0%
Opportunities to exchange ideas/ask questions	82%	18%	0%	0%	0%
Role-playing activities	76%	24%	0%	0%	0%
The parenting book	76%	24%	0%	0%	0%
The follow-up activities	76%	18%	6%	0%	0%

Parents were also asked several open-ended questions in the post-questionnaire. Parents were asked to describe the most helpful thing they learned, the changes they observed in themselves, and their suggestions for improvement. Parents' responses can be found in the Appendix.

Parents felt that the most helpful things they learned were the discipline and communication techniques. Some parents said that the changes they observed included being calmer, more patient, and better able to control their emotions. Some parents also described spending more time with their child and improvements in their child's self-esteem.

Few parents had suggestions for improvement. Many had praise, expressing how satisfied they were with the instructor. The two suggestions included adding a section to the curriculum about "social media and kids," and "dealing with loss (death)." One parent thought it would be helpful to have a phone application that would remind parents of the techniques they learned, for example, "have you praised your child?"

Additional parent discussion groups

As a supplement to this project, due to low rates of enrollment and retention, staff conducted two brief topic discussions with other parents who may benefit from the SMEF&C course. Parents were recruited to participate in these discussions from a sexual and domestic violence shelter in Hastings, Minnesota. The topic discussions were intended to be an introductory session to assess parents' interest in completing the full SMEF&C course. A brief satisfaction survey was completed with the parents who attended the two topic discussions.

Two parent discussion groups were completed in May of 2017. Five parents attended each group for a total of 10 participants.

At the end of the discussion, parents were asked to complete a brief survey. All ten participants reported that the information presented was useful and clear. Participants also felt that the information was helpful to them as parents. All ten participants reported that they learned something new from the discussion and that they were excited for similar discussions in the future. All ten participants would recommend the discussion group to others and said they would participate in a full session parent group. The full session is one three-hour session per week for 12 weeks. Open-ends from the parent group discussion satisfaction survey can be found in Appendix B.

Conclusion and limitations

The evaluation results suggest that parents who completed the SMEF&C program found it helpful and experienced a number of benefits, and that parents offered a brief introduction to the model said that they would be interested in completing the full program. Though these results are positive overall, less than half of the people who registered (11 of 30) completed the courses offered. It is unclear what the benefits are for the other 19 people who attended but did not complete the course. It is also unclear what barriers or challenges may have prevented parents from completing the course. Before the program is implemented again, further review and action should be made to identify and address enrollment and retention issues and barriers. Future evaluation should include a focus on enrollment, retention, and implementation.

Appendix

A1. Demographic and enrollment information for all 30 registered parents.

Parent gender	N=27-30	%
Female	25	83%
Male	5	17%
Parent age		
20-29	9	33%
30-39	10	37%
40-49	6	22%
50 or older	2	7%
Race/ethnicity		
Black/African American	12	40%
White/Caucasian	11	37%
Multi-ethnic/Other(please list):	6	20%
Hispanic/Latino	1	3%
Level of education completed		
College Graduate	2	7%
High School Graduate	9	31%
No High School	1	3%
Some College	11	38%
Some High School	6	21%
Number of children in household		
0	3	10%
1	6	20%
2	5	17%
3	11	37%
4	2	7%
5	2	7%
6	1	3%

A1. Demographic and enrollment information for all 30 registered parents. (continued)

Household income per year	N=27-30	%
Under \$5000	10	34%
\$5,000 to under \$10,000	6	21%
\$10,000 to under \$20,000	8	28%
\$20,000 to under \$45,000	4	14%
\$45,000 or more	1	3%
Current parenting status or relationship to the child		
Two parent family	8	27%
Single parent custodial	19	63%
Single parent non-custodial	2	7%
English as a first language		
Yes	28	93%
No	2	7%
Why parents enrolled in the course		
To become a better parent and learn new techniques	29	97%
Because I am having problems with my child	16	53%
To learn about drugs/violence prevention	6	20%
Court order or part of family assessment response plan	6	20%
How parents learned about the course		
Referral	25	83%
School staff person	3	10%
Friend/relative	2	7%

Open-ends

What ideas or skills did you benefit from most?

Ideas on praise and discipline. How to teach a lesson using communication and praise. Great instructor! She used real-life example to help parents identify issues and real-life problems. She let us talk about specific issues that we are dealing with in our own families to help us be better at parenting. It's a very useful, very helpful class. I'd recommend it to my friends. Everyone should have access to this information. Helps parents with parenting issues before they get to the end of their rope. Thank you, it was a wonderful class.

Ignoring and praise. Calming instead of snappy on them.

Alternative way to handle conflict with child.

The ignoring technique and giving my child constant praise. The class is very helpful! Great curriculum!

Helped me to get my son to do what I ask. I really learned a lot and have used some of the techniques and will continue to try some of the others.

Other ways of disciplining my child.

That discipline is to teach and that loving them comes from that.

There are other ways to communicate with your child with disciplining them or being aggressive. I learned a lot.

Correct discipline methods. Communicating with child.

Time outs and having clear instructions. Learning logical consequences.

I learn is good to know parenting class. I learned how to discipline child. I learned child behavior.

How to follow through with discipline.

Learning how child thinks at each age. Different tools to use and what works and doesn't work and why or why not. Most helpful skills, tips, lessons on parenting I've received, out of all classes, groups, information I've heard and have had A LOT from several resources. Instructor is awesome, very knowledgeable and makes learning fun and realistic.

Everything!!! Amazing teacher.

What positive changes have you observed in yourself or your relationship with others as a result of SMEF&C?

By being more calm when dealing with kids. More patient when they make mistakes.

I'm handling situations better as a mom and a friend.

Being more consistent with handling negative emotions.

I feel better controlling own emotions. Having tools to use to instill lessons, values, and self-esteem.

More active with my little ones.

I do more praise and spend more time with my kids.

Spend [time] with child.

My child's self-esteem has increased! My patience has gotten much better.

Me and my son communicated better and get along better because of this class.

Kind of - not really, life is pretty hectic right now.

Open-ends (continued)

What suggestions would you offer to improve the class in the future?

I'm not sure if there are other suggestions maybe have an "app" for your phone to set up reminders. For example, "have you praised your child? or time to renegotiate contract."

The class is great! Very informative. Add a section about the social media + kids and a section about dealing with loss (death).

Good - child grow happy. They misbehave, give them timeout.

I believe the instructor did an amazing job, and I've learned well from her teaching.

It was all good. Good program. It helps even if you think you don't need the help.

Keep doing what ya'll doing.

Nothing, I think the class is good the way it is.

Awesome instructor. Thorough with explanations dealing with being a consistent positive parent.

Open-ended responses to additional parent group discussion satisfaction survey.

Would you recommend this discussion group to others?

Very useful skills in parenting.

Teaches parents to realize what they are/aren't doing right/wrong. Teaches difference between punishment and discipline.

Very helpful and useful.

Very informative and helpful.

I think everyone can learn new skills even if they think they are perfect parents. You learn something new every day.

Would you participate in a full session parent group (a 3-hour session, once a week for 12 weeks)?

Very useful skills in parenting.

I would love to participate because it will help greatly in discovering more effective techniques for discipline.

I want to learn positive ways to teach, praise and positive ways to my child.

It wasn't long enough and want to know more. Definitely want a full session.

I would love to learn new tips in parenting. I would like to have other classes with Vicky. I learned some very good tips and reasoning.