Evaluation Report of the ENLACE Initiative

Report Number 2

Center for Research on School Safety, School Climate and Classroom Management

Georgia State University

Respectfully Submitted to

The Georgia Campaign for Adolescent Pregnancy Prevention

By the Evaluation Team from Project DOVE

Center for School Safety, School Climate and Classroom Management

Georgia State University

Courtney B.Chambless, M.A.

Jeff Robinson, M.Ed.

Harley Granville, Ed.S.

Kathryn Grogg, Ed.S.

Tulip Xiao, M.S.

Joel Meyers, Ph.D.

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Over the past decade, Gainesville, Georgia, has undergone significant transformation in the size and demographics of its population. One of these changes has been an increase in the number of Latinos in the community, workforce and schools. The recent arrivals are typically relocated from rural Mexico and many are uneducated. As a result, they often encounter language and cultural obstacles when attempting to integrate into the community. One particular area of concern has been the integration of children into the schools. Many of these families have had trouble developing social networks and using community resources to meet their needs. Consequently, rates of school dropout, youth violence, gang involvement, and teen pregnancy in the community have increased. Some of the reasons for these difficulties include culture shock, lacking family supports and inadequate infrastructure. In addition to the normal development of childhood and adolescents, Latino children typically experience extreme differences between the culture and traditions of their home countries and those of Gainesville. This added stress on children can result in lowered self-esteem, poor social interactivity and an underdeveloped cultural identity. Secondly, this cultural disparity not only affects immigrant children, but also affects parents and other family members. As these familial role models adjust to the demands and challenges of the new community, the children often turn to television and gangs to find models and complete their social networks. Finally, the community lacks adequate resources to accommodate the needs of the increasing Latino population. In many cases, existing community resources may be culturally inappropriate, in that bilingual staff is unavailable for prevention programs, health education and providing safety information.

In order to address these concerns, The Georgia Campaign for Adolescent Pregnancy Prevention has worked in the Gainesville community through an effort known as ENLACE ("The Link," in Spanish). ENLACE targets Latino students in the Gainesville City School District, teaching the *Second Step*® social skills curriculum, providing therapy to at-risk students with a community mental health professional and offering parenting classes to their families. ENLACE seeks to alleviate some of the obstacles that hinder development and integration of Latino students and afford them a positive school experience. To this end, the effort also addresses poor attendance, academic performance and classroom behavior. Finally, ENLACE aims to increase the knowledge base by providing community resources to Latino families and reduce the risk factors, such as delinquency, risk-taking and other negative behaviors, associated with those living in communities without appropriate resources. Through the efforts of ENLACE, Latino families in the Gainesville community will gain knowledge and become able to interact with the school and other resources to provide their children with services necessary for successfully adapting to their new environment.

Evaluation of Counseling Intervention

Methods: Evaluation of Counseling Intervention

Due to difficulty in securing a Spanish-speaking, licensed professional counselor (LPC), counseling session did not begin until spring of 2004. Information regarding the availability of counseling was disseminated in an informational packet distributed to school officials and parents during the spring of 2004. Criteria for receiving counseling included limited English proficiency by the student, with Spanish being the primary language or

residing in a home where Spanish is the primary language spoken and enrolled in the Gainesville City School system. School counselors and teachers made the majority of referrals. Upon receiving the referral, the LPC contacted the referral source to inform them that the information had been received. The average number of sessions provided was six sessions, though in severe cases the number of sessions was extended to nine. As of April 2005, 90 referrals had been made for therapy. Of these 90, 72 made contact with the LPC and 54 completed counseling. Fifty-five percent of the counseling recipients were male and forty-five percent were female.

Outcome measurement in counseling is challenging because results are difficult to quantify and may not be evident immediately. In order to gain an understanding of the effects of counseling, evaluators utilized several forms of data collection. At the onset of counseling, the LPC completed a goals summary sheet for each client which included a description of the presenting problem, goals for treatment, and a rating of the severity of the problem on a five-point scale, with 1 being 'Mild' and 5 being 'Severe'. At the conclusion of counseling, the LPC rated the degree of goal attainment on each goal on a three-point scale, 1 representing 'Not attained at all', 2 labeled 'Somewhat attained', and 3 representing 'Attained' (please see Appendix A for sample form).

Semi-structured interviews were utilized to get a perspective of how the clients, family members, school officials and counselors perceived the impact of the counseling. All interviews were tape recorded and transcribed verbatim for further analysis. Evaluators interviewed five children and five parents separately (Please see Appendix B for counseling related interview guides). Criteria for selecting interview participants included completion of

therapy with the LPC and availability of both the child and at least one parent. Originally, the evaluation team planned to interview additional counselees, but had difficulty locating participants due to frequent moving of families and several cancellations. The children interviewed ranged in age from seven to twelve years. The interview protocol included questions about expectations for counseling, perceived benefits of counseling, and how the counseling component could be improved. Parents of the children were also interviewed to get their perspective on the counseling experience. These interviews were conducted in Spanish. Topics covered in the interview included parent expectations of counseling, their perceptions of the counseling, observed changes, and suggestions for improvement of the process. The LPC was interviewed to get her perspectives on the goal attainment of the clients as well as her thoughts on the counseling intervention. Four teachers and two school counselors were interviewed to obtain information regarding their perception of the impact of counseling on student behavior at school.

To analyze the interview data, a pair of researchers reviewed interviews independently to identify patterns of student responses. After reviewing transcripts, researchers met to discuss themes and develop a coding manual. The researchers then reviewed transcripts again applying the themes from the coding manual and making notes of emerging themes not originally included in the coding manuals. After coding all the transcripts researchers compared codes to reach agreement and amended the coding manual to reflect new themes.

Results: Evaluation of Counseling Intervention

Presenting problems

Presenting problems refers to the initial reason students were referred to counseling. The main reasons for referral were (listed in descending order of frequency): behavior problems, academic difficulties, trauma, family distress, and internalizing of emotions. Behavioral problems included discipline at home or school including defiance, aggression, or rebellion. Academic difficulties included poor progress in school, difficulty concentrating, or reluctance to attend school. Trauma included death of a loved one, witnessing violent acts, or being the target of physical or sexual abuse. Family distress included marital discord, divorce, or need for knowledge relating to parenting skills. Internalizing represented a variety of symptoms suggesting need for counseling excluding behavioral problems. Examples of internalizing included: selective mutism, enuresis, frequent crying, and low self-esteem. It should be noted that neither family distress nor low self-esteem were common reasons for referral, but after further exploration the LPC frequently identified them as treatment goals.

Goals

Goals for therapy included improving parenting understanding and skills; facilitating *comportimiento & respeto* in child (cooperation and respectful behaviors), improving child's self-esteem, helping understand emotions and resolve emotional issues resulting from trauma and improved academic performance.

Goal ratings

Of the 54 participants in the counseling program, 33 agreed to participate in the study on goal severity and attainment. One set of ratings was eliminated from analyses because the participant did not continue after the first counseling session. Of the 32 with complete data, severity ratings ranged from 2 to 5 with the average rating being 4.4 suggesting moderately

high severity. Goal attainment ranged from 1 to 3, with 2.47 being the average goal attainment indicating frequent high levels of goal attainment for these clients.

Interviews with children provided examples of how the counseling impacted their behaviors and emotional states. For example, one student stated that she was having difficulty concentrating when reading and was unable to seek help from her mother because her mother did not speak English. She described how the LPC helped her learn to concentrate by blocking out distractions. When asked about the effects of meeting with the LPC, she replied, "I concentrate more and I'm in a higher level because she helped me. I was on a B level [first grade] and now I am on an L level [3rd grade level]."

In one case, a student was referred due to frequent crying related to her parents' divorce and bullying from other students. She reported that after receiving counseling, "I feel so much better…now when they make fun of me I know to ignore them or walk away." The teacher and school counselor of the student stated that they observed remarkable changes in the child's behavior and demeanor at school. Her teacher explained, "There were times when she would cry pretty much all day and some of her grades began to drop and her reading level regressed. After counseling, she got so much better, she finally quit crying at school and her grades improved." This case appears to support the notion that social emotional needs affect academic achievement.

Another successful case involved two sisters who attended therapy with the LPC for sexual abuse suffered in their home country. The youngest child was the first to seek therapy for severe anxiety and fear that was interfering with her ability to complete daily activities. She reported that working with the LPC helped her understand that she was not to blame for

the problem, she was capable of being on her own, and she was no longer ruled by the previous fear. Initially reluctant to participate in counseling, the older sister requested to receive counseling after seeing the changes in her sister, "I wanted to learn how to overcome what happened to me. I am less angry now and I don't cry." An interview with the children's mother corroborated these findings as she remarked that angry outbursts are less common in her eldest daughter and the youngest daughter is no longer afraid to do things on her own.

Educator interviews also provided insight into perceived academic and behavioral changes as a result of receiving treatment. Two school counselors who provided the majority of referrals were interviewed for their perceptions of the intervention as well as three teachers who had experiences with students receiving counseling from the ENLACE initiative. Benefits mentioned by teachers included that this helped them understand the problems going on with their students and improved their communication with parents. "I don't think I would have gotten to know her mom as well if it had not been for the counseling, mom got to where she was comfortable coming in. I want the parents to feel free that they can talk to me. I think it opens up lines of communication". Due to the multiple responsibilities of school counselors, they are not able to provide the intense counseling needed. For example, one counselor indicated her support for this counseling when she explained, "I am more of an academic counselor. I can do groups like anger management and study skills, but I don't have the skills to really work on other issues, like divorce." Another teacher described the terrible trauma that one of her four year-old pre-kindergarten students endured and the impact it had on his emotional expression and social interactions. After beginning counseling she stated, "there was almost an immediate change. I don't know what she talked about with this boy but

you could almost see the weight being lifted off this little boy's shoulder. He now interacts. He plays. He's enthusiastic about learning and always wanting to be involved in activities." Another school counselor described similar results in a male student referred to counseling for social withdrawal. After receiving counseling, the school counselor described the following results: "This year I just have to remind myself every now and then that it's the same boy. He smiles this year. He asks to be in group. He comes to school all the time. He makes good grades. He socializes with the other children. He says he's happy."

According to the interviews, educators appear to consider the therapy an invaluable tool. One school counselor explained the importance of this resource, "out of all of the parents I have offered the counseling to, all of them are open to it and they can't believe it is free. I really do not know what we would do without this [counseling] service". Another teacher stated that, "Often something is going on that I don't know about… It is awesome to have that [counseling resource] to open up the lines of communication. Sometimes the student will talk to a counselor when they won't talk to a parent or teacher."

When asked what could be done to improve the program, interviewees from all groups (including parents, children, teachers, and school counselors) could not identify any areas related to counseling needing improvement. It is possible that this could be due to participants wanting to provide socially acceptable answers to the evaluators. However, the preponderance of successful case examples provided by the different participants suggests that these responses reflect the interviewees' true beliefs. The only exception to this occurred in the interview with the LPC who provided counseling. Overall, she felt that the program was successful, but that cases involving Attention Deficit Hyperactivity Disorder needed

additional sessions and parenting classes tailored for families struggling with this type of learning disorder. She explained that counseling children with ADHD is a multi-layered intervention. Often the child must be taught concentration and calming down skills before other issues can be addressed. In addition, families often do not understand the nature of the disorder and need assistance in learning how to help their child.

Summary: Evaluation of Counseling Intervention

Evaluation of the counseling component indicates that this intervention provided opportunities for Latino families to gain assistance with developmental and emotional concerns that might not have been addressed otherwise. Parents reported that they not only learned more about the needs of their children, but parenting skills. According to referral sources parents were generally eager to attain the assistance offered by this program and rarely declined to participate. Likewise, the LPC reported strong parent participation, particularly among mothers. Educator interviews seemed to support the notion that children receiving counseling for emotional issues demonstrated improved academic work and/or behavior.

Evaluation of Parenting Workshops

Setting and Design: Evaluation of Parenting Workshops

Parenting workshops were offered to families whose child was being seen in counseling in order to bring the family into the intervention and increase the likelihood of

continuing success from the counseling intervention. In addition, parenting workshops were offered to families in the community who felt that they might benefit from this intervention even though their child was not in counseling. These workshops were based on a Spanish-language, Adlerian-based parenting education program, called *Padres Activos de Hoy* (Popkin & Woodward, 1993) and were offered by G-CAPP, a non-profit social service organization located in northeastern Georgia. The parenting classes were led by a female Licensed Professional Counselor (LPC) of Latina origin with 18 years of experience in the field of counseling. She is fully bilingual (Spanish/English) and fully bicultural, having immigrated to the United States as a young child. The workshops were offered at no cost to the participants, as the cost of the program was covered by G-CAPP. In addition, childcare services and refreshments were provided by the G-CAPP during the workshops.

The parenting workshops consisted of class sessions that were held once a week for three weeks, as suggested by the publishers of *Padres Activos de Hoy*, for a total of three weeks per cycle of workshops. Each individual class session lasted two-hours. The first cycle of parenting workshops was held at one of the local schools, while the next three cycles of workshops were held at the office of the LPC. The final workshop cycle during the current evaluation was held at a local church, utilizing the fellowship hall to accommodate increased family attendance for this cycle of parenting workshop.

Participants: Evaluation of Parenting Workshops

Participants were largely recruited by G-CAPP through referrals from the Gainesville community, including the local school system. School officials identified potential participants by distributing a circular highlighting the availability of the parenting workshops.

In addition, the LPC who worked with the participants in individual counseling sessions recruited some of the participants by requesting their attendance and by distributing circulars indicating the availability of parenting workshops. Average attendance for the parenting workshops was between eleven and fifteen participants. Although having recruited both male and female parents, the majority of those who attended the workshops were female (70%).

Methods: Evaluation of Parenting Workshops

Information about the parenting workshops was gathered from the participants through focus group interviews, observation of the sessions, a survey following the workshops, and an interview with the facilitator of the parenting workshops. The first source of information was interviews conducted during focus groups, which were typically held the week following the conclusion of each cycle of parenting workshops (see Apendix C for interview guide). One focus group was held after the first cycle of parenting workshops. This focus group consisted of one married couple in their 20's. Two focus groups were held at the conclusion of the next three cycles of parenting workshops. The focus groups conducted after the parenting workshops held at the LPC's office had on average 5-6 participants. Due to the heavily attended parenting workshop cycle held at the local church, three focus groups were held following this final cycle of parenting workshops. Each of these final focus groups contained 10-12 participants, representing roughly 50% of the total attendance for this cycle of parenting workshops held at the local church. A total of 10 focus groups were held throughout this evaluation. Each focus group lasted approximately 45 minutes to one hour.

The focus group interviews were semi-structured to gather information related to parental reasons for attending the workshops, parental perceptions of what was most/least

useful in the workshops, parental recommendations for improving the classes, potential topics to be discussed in future classes, and how the knowledge learned from the classes may have been incorporated into the participants' own parenting practices. These questions examine perceptions of treatment acceptability by the participants and their reactions to the *Padres Activos de Hoy* curriculum. All focus groups were held in Spanish and were conducted by a bi-lingual member of the research staff. Also, the focus groups were audio taped and subsequently transcribed and translated from Spanish into English by an evaluation staff member.

Secondly, a member of the evaluation staff who was present at all of the parenting classes, gathered information through direct observations. Field notes were focused on parental reactions and attitudes towards material presented in the classes. The notes also contained any other general observations made by the staff member.

Third, a short survey containing eight items was administered to the participants following each of the parenting classes during the workshops (see Apendix D for survey). The survey responses were analyzed using the Statistical Package for the Social Sciences (SPSS) version 12.0. Two items were eliminated from the statistical analysis due to questions about the clarity of these items. The survey utilized Likert rating scales, ranging from one ("Strongly disagree") to five ("Strongly Agree"), with three ("Neutral") as the midpoint. Rated items in the survey included perceptions of staff competence, comfort in asking questions during classes, clarity/understandability of the material, whether talking to other parents was helpful, whether they would recommend the classes to others, and whether they would attend similar programs if they were made available to the participants. In. addition,

two open response items were included on the survey form to capture participants immediate feedback concerning what aspect of the class they found most useful and to gather suggestions on how to improve the class experience. The translated questions appeared consecutively on the survey form.

The final source of information concerning the parenting workshops was an interview conducted with the LPC who facilitated the parenting workshops. This was used to obtain insight into her experiences as a course instructor and any modifications in service delivery that she implemented to make the content more acceptable to Latino parents. This interview also sought suggestions for how to improve the workshops in the future.

Results: Evaluation of Parenting Workshops

Parenting-class survey

Table 1. Mean response scores for the parenting class survey (LPC Office) and Local church

Survey Item	Mean response Scores LPC Office (N=27)	Mean Response Scores Church (N=50)
The staff was knowledgeable and put me at ease.	4.65	4.62
I felt comfortable asking questions, and the staff was able to answer them.	4.40	4.46
Explanations were clear and easy to understand.	4.64	4.72
Talking to other parents was helpful.	4.38	4.34
I would recommend this program to other parents.	4.74	4.82
I would like to attend another program like this.	4.85	4.82

Overall, the results of the quantitative portion of the survey indicate that participants agreed or strongly agreed (mean response of 4-5 on 5 point Likert-scale) with the questions asked. This indicates that the participants felt that the staff was knowledgeable, that the participants felt comfortable asking questions, that the staff answered questions in a clear and understandable manner, that talking with other parents was helpful, that the participants would recommend the program to others, and that the participants would attend similar classes in the future.

The first question of the open response portion of the survey highlighted several different perspectives as to what particular aspect of the classes the participants found most useful concerning the parenting classes. Examples such as sharing opinions, gaining increased levels of confidence in one's parenting ability, the examples shown in the videos, staff warmth and approachability, staff encouragement of parents, childcare services offered, specific techniques presented in the curriculum (i.e., diffusing emotionally charged situations, actively listening and responding, holding family meetings, etc.) were all cited by parents as being salient and important.

The second question of the open response portion of the survey offered insights into client generated suggestions for the improvement of the parenting classes. Some example responses include increasing number and duration of classes, taking short breaks, addressing situation specific questions and scenarios, and making the classes more available to other parents in the community,

Focus group interviews

Parents attended the focus groups for a variety of reasons. Some reported experiencing difficulties with their child's behavior, while other parents noted that they were having problems relating to their children and were looking for new ways to enhance their relationships.

> "I attended these meetings because I have four children and I would like to learn how to help them, to know how to relate to them and to have a closer relationship with them. Because at times we see them as being so small and we don't know how to get close to them. And among other things, no one is born knowing how to be a good parent. I want to learn how to improve my relationship and communication with my children."
>
> "To learn more about the way to have a better relationship with our children and how to react differently, as [the LPC] was saying: to learn how to be an "active parent" and not a "reactive parent", because I am very reactive."

Other parents were seeking to increase their own overall parenting skills and perhaps learn alternatives to previously developed skills. Many parents reported having made changes in their parenting practices as a result of the material presented during the workshops. Parents reported that the videos and lessons in the workshops gave them new techniques in handling situations that arise. They found that the techniques being presented worked well or have at least shown promise when used with their own children. Some participants expressed the desire to raise their children differently than they themselves were raised.

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"It was a big help, in my case, to have seen the videos that complement what the [LPC] was teaching us. I think that this is a great thing for us as parents. I believe that we learn to become parents over time, but this that we observed in the videos for the most part was new to us: The correct way to survive the problems. I believe that this class has been a big blessing for us all."

"In one occasion we saw the video and it said that punishment is not good for kids, I tried the technique of not punishing, and it worked for us."

"My son is like the child in the video, one who throws things and does not want to pick them up afterwards. He was watching a program on television that he likes and we said to him 'you know that you have to pick these things up quickly', some time passed and he did not pick up his toys. I already told him to pick up his things, and since he did not do so, we turned off the television. We told him that if he wanted to watch television, he needed to pick up his things. The new way is working, little by little."

"I'm a single mother and I'm having several problems with my daughter. I have a 12 year old so it's hard for me to deal with this. In Mexico we didn't have this help, so when I learned about these classes, I knew I could take advantage of them, because I couldn't in Mexico. I don't want my daughter to live like I lived."

One particular effect that was noted was that parents learned to monitor their own reactions to the situations that arise between themselves and their children. This self-monitoring helped them to regulate their responses in those situations, thus contributing to positive outcomes.

"Having patience with the children, and with ourselves during the transition process, I think is very important. I feel that at times, I think that my child is very rebellious because I see that in myself, I am very impulsive, I get angry relatively quickly for whatever reason and I think that because of this, my child is like me in this way. Also, at times because all that they have seen as to how to express themselves is through anger, and I think that is also due to me."

Another advantage noted by many of the participating parents was that they found support in the parenting classes, from the LPC as well as the other parents. This feeling of support allowed them to share their experiences and get helpful advice. Similar to the class videos, feedback from others in the class sessions allowed them to apply those situations to those they encounter with their own children.

"The examples that were shown in the videos helped a lot. Because there we see different situations that can be applied to our children or we see in them how to discipline and help our children. There we see things that can be applied in the case of our children and that is the thing that helped me the most. And also, we [the mothers] can talk about our shared experiences because at times one mother has experience dealing with a situation and we help out each other, support each other. Other people can give us ideas."

Parents reported several ways that the parenting workshops could be improved upon. First, it was suggested that the parenting classes be extended in duration and frequency, as well as having the children incorporated into the sessions.

> "I think that if the program was extended with more meetings, and in them deal with specific themes concerning the children, that would be a good thing. Also, in one or two of the classes, have the children attend with us. I believe that that would be a big help, because we are trying to do better by them, but I also believe that they, too, need to participate in the meetings in order to feel included in the process (buy-in)."

In addition, parents responded that in the future, it might be particularly helpful to include information and suggestions on dealing with teenage children or issues arising between siblings. Integrating lessons dealing with these particular issues will give parents the opportunity to brainstorm ideas for dealing with the problems associated with teenagers, young children and siblings.

> "I think that the discussions could be extended to include more information on how to deal with problems that arise between siblings. I don't know how to handle problems that arise between them or when they are in conflict. It would be good to include these issues in the classes."

> "Something that I need is how to deal with a teenager; something specifically for that is my biggest challenge now. My teenager, she is sometimes so happy, sometimes so angry, sometimes so depressed…. I think that would be kind of helpful in my case, I think I need something like that. I know it's good (the current curriculum) because in certain ways they are the same. But they have different issues and you need to deal with that specific problem, so that's why I need different classes for my two children."

Also, some parents suggested ways of getting information out to the Latino community of Gainesville in order to increase community participation in the parenting groups. Most importantly, this implies that the participating parents felt that other families would attend and benefit if the workshops were more widely available.

> "I was thinking about church. Most of the Hispanic people are Catholic, so a lot of people go to church on Sunday. I think that it would be good idea to let them have some pamphlets at the church. Put them on a window or someplace where people can see them. Go to Mexican stores, some of the Laundromats have a board and they let people use it for announcements . . . I think it would be a good idea and a good way to let people know about the classes."

Observation data

Observation data indicate that parents generally were amenable to the curriculum, liked the video format of the class, enjoyed the various experiential exercises, were willing to participate in discussion questions and general class dialogues, and viewed such dialogues as being an important aspect of the parenting workshop experience. Parents consistently (across all cycles) wished to utilize the facilitator's expertise in counseling by directing situation-specific questions to her. Generally this was done by participants during the classes when they were held at the LPC's office and after classes when held at the church. The level of participant-facilitator interaction diminished greatly during the presentation of material at the church, in contrast to the interactive quality that existed in the previous cycles of parenting workshops at the LPC's office. Focus group data corroborate the idea that the size of the classes (N=65,

55, 63, respectively) in the final cycle of parenting workshops had an impact on parental participation. When asked about this in the focus groups following the final cycle of parenting workshops, respondents indicated a level of discomfort in revealing personal information such as this in front of so many people. Also, since the pool of participants for the classes held at the church were exclusively drawn through church announcements, participants were all members of the church and had at least a superficial acquaintance with most of the other members of the classes. This also may account for diminished participation and dialogue. Generally, parents had mixed levels of initial anxiety upon first attending the classes, with the anxiety level diminishing to non-existent over the course of the cycle of classes. Generally, as participants got to know each other and the facilitator, anxiety decreased and active participation in the classes increased. This pattern held across all class cycles.

Up to the cycle of classes held at the church, parents and children were kept separated (e.g., child care was provided, separate activities for the children, etc.). Protocol was changed at the church (although childcare was provided and taken advantage of by many participants) and children were allowed to attend with the parents. Children's ages ranged from babies to elementary school-aged. Older children generally were not present in classes but were with the childcare providers. The vast majority of children who attended the classes with their parents were well behaved and did not appear to cause a distraction (LPC concurred with this when asked by researcher after the class was over). Some parents just felt more comfortable having their children with them in the classes. Due to this new dynamic, in the future, parents should be given the option of having their children attend at least some of the classes with

them (space permitting of course). This also has the added potential benefit of making the classes a true "family intervention," including the child as a stakeholder in the intervention.

Interspersing small breaks during the sessions are recommended to keep the parents from losing attention: as they tended to do after 45mins-1hour of continuous lecturing/videos/discussion. The parents' attention levels elevated during the videos and decreased during longer sections of verbal lecture. This observation is no reflection of the level of energy and excellent presentation style of the LPC. The LPC was very animated in her presentation of materials, utilized various experiential exercises that got the participants out of their seats and interacting with each other, and actively encouraged parental participation and response throughout the class. However, the majority of the parents attends these sessions after a full day at work; consequently, are tired, and may need small 5 min "coffee breaks" to counteract fatigue and subsequent loss of attention.

Interview with class facilitator

Interview data obtained from the facilitator indicates that the parents were very receptive to the *Padres Activos de Hoy* curriculum. The facilitator knew of no instances where the material presented during the classes was culturally inappropriate. Modifications to the curriculum were generally minor and in the form of increasing time on particular issues, such as domestic violence laws (which may differ from those found in parents' home countries). The facilitator stressed that she shares a little bit of her own background (being Latina from another country with different customs), and this finding was supported by observations. As stated by the facilitator, "This program combines the best of both cultures," uses encouragement with the parents, avoids shaming the parents at all costs, affirms Latino

culture, pride and values, gently redirects parent comments, provides alternatives that the parents may not be aware of, and affirms the parents in a nurturing way. She also indicated that she attempts to get the parents engaged in the classes by asking questions, providing experiential exercises, and by keeping the tempo of the classes upbeat. Observations also suggested that a substantial asset of the facilitator was her genuine care for the parents.

Summary: Evaluation of Parenting Workshops

As a result of focus group interviews and other sources of data used in this evaluation, several key points appear significant. It is important to note that the participants in the workshops included parents whose children had been referred for counseling by school staff, parents whose children had not been referred, and members of a local church and their children. Although the recruiting sources differed, the overwhelming majority of parents felt that the classes were of great benefit to them. This pattern held across all groups and locations. Many of the parents reported that they attended the workshops because they often have difficulty relating to their children and helping them with the problems that they experience at school and in the community. Parents suggested that one outcome of the workshops was that they received suggestions which help them relate to and discipline their children. Third, the parents reported that they related well to the messages and values that were inherent to *Padres Activos de Hoy*, and were receptive to the various techniques presented in the workshops, such as exhibiting patience, actively listening to their children, providing options for their children to build/foster cooperation, avoiding the use of punishment by the use of natural consequences, and by monitoring their own reactions to their child's behavior.

In addition to the positive feedback about the workshops, many parents also suggested ways of enhancing the classes by expanding upon the topics discussed within the classes. For instance, it was suggested that the classes be held with focus on specific familial issues, such as adolescence, and perhaps including the children in the workshops. It was also suggested that the classes be held later in the day (6:30-7:00 start time) during the workweek in order to allow on-time attendance by those parents who work during the day. Holding classes on Saturdays was also presented as a viable option in order to accommodate the schedules of parents. The parents indicated a desire for the classes to be extended both in relation to duration and frequency. Many parents felt that 2 hours were not sufficient to adequately cover all aspects of the curriculum and have some measure of interaction/participation in the classes. Also, adding additional classes that focus more deeply on specific issues was mentioned as a potential improvement to the program. Many parents felt that other families in the community would benefit from this information if it were widely available, making suggestions as how to make the workshops more available to a wider segment of the local Latino community.

Keeping the program low-no cost, providing childcare services, providing refreshments, providing door prizes, having a knowledgeable expert (LPC) were all seen as beneficial and essential to a successful parenting workshop experience. Parents were especially grateful for these services.

Based on the evaluation data, it is concluded that the parenting classes offered to Latino parents by G-CAPP was a success on several levels. Most of the parents felt that the program was fine as it was and it was well received by almost all parents. Suggestions for

improvements to the program were generally in the spirit of: "Let's make a good/great program better, not that the program was deficient." Perhaps the most important aspect of the parents' experiences during the parenting workshop was an apparent paradigm shift within their perspectives, as witnessed by the research teams. They came to realize that although they were taking parenting classes, they had several strengths as parents. As one parent noted, they "needed another way to do this (e.g. parenting)".

Evaluation of School-Based Violence Prevention Curriculum

Setting and Design: Evaluation of Curriculum

The evaluation was conducted in four elementary schools of the Gainesville city school district during the 2003-04 school year. At the time of the evaluation, the student population in this school district was 2,075, with a majority of Latino students (60.19%). Among the students, 84% were eligible for the federally subsidized school free and reduced lunch program.

This research evaluates the efficacy of the *Second Step*® violence prevention curriculum (Beland, 1992) that was presented to students from kindergarten to fifth grade in these four schools. A pre-post test design was used to evaluate this curriculum by assessing changes in students' knowledge of key concepts from the curriculum. Additionally, a qualitative analysis of open-ended interviews was used to obtain student, teacher and other educator perceptions of the efficacy of the curriculum, and to help determine whether outcomes were a result of the intervention (see Appendix E for curriculum related interview guides).

It is noteworthy that the school district had recently gone through organizational changes as this project began by creating two new elementary schools (from 3 to 5 elementary schools). Additional district changes included a shift from a developmental structure where elementary schools were limited to only two grade levels (i.e., Kindergarten through first grade; second through third grade; fourth through fifth grades) to a traditional structure where each school contained grades K-5). Because of these changes in organizational structure and the increased number of schools, there was also a shift in elementary school administrators within the district. Due to school restructuring and the creation of two new schools it was not possible to make meaningful statistical comparisons to data from prior years at each school.

The original evaluation plan assumed that data would be collected from all five elementary schools and the middle school. One of the elementary schools did not use the violence prevention curriculum because of a competing grant. Further, no data were returned from the middle school. As a result, this evaluation report of school intervention is based on input from the four participating elementary schools.

Participants: Evaluation of Curriculum

The students in this evaluation research included 548 students (46 kindergarten, 73 1st graders, 39 2nd graders, 51 3rd graders, 49 4th graders, 86 5th graders). Participants from grades K-2 were from all four elementary schools. Participants from third and fourth grades were only from Elementary School # 1. The remaining three schools did not provide complete pre-post data because of problems with test administration. Participants in the fifth grade were

only Elementary School # 2. The remaining three schools did not provide complete pre-post data for that grade level because of problems with test administration.

All participating students in grades K-2 had written parental permission to participate in the pre-post testing. Due to a low return rate of parent consent forms for student in third through fifth grades, all of these students participating in the intervention were included as participants without identifying information.

In addition, 45 students from grades K-5 whose parents had provided written consent were selected to participate in individual interviews.

Instruments: Evaluation of Curriculum

Knowledge test for the Second Step® violence prevention curriculum

The instruments used to evaluate knowledge of the curriculum were the content tests used by the publisher of the *Second Step®* curriculum (i.e., Committee for Children). These tests included items designed to measure each of the three major components of the curriculum: empathy, impulse control and anger management. Different versions of this instrument have been developed for various grade levels. As a result, one version was used for students in grades K-2, one for students in third grade, one for fourth grade and one for fifth grade.

For grades 3-5, the classroom teacher on a pre-post basis administered these instruments to the class as a whole. For grades K-2 the instrument was administered individually to each participating student on a pre-past basis by staff from the evaluation team.

Student interviews

Open ended, semi-structured interviews were conducted individually with the 45 participating students at each student's school. Interviews lasted about 15-20 minutes per student. The interviewer wrote all responses verbatim on an interview form. Interviews sought to determine student perceptions of the acceptability and impact of the *Second Step*® violence prevention curriculum. The following interview questions were asked: What skills have you used from the *Second Step*® lessons? Provide examples of when you used these skills. How have you changed the way you act at school because of the things you learned in *Second Step*®? At home?, In other places? Did your teachers give you anything to take home about the lessons? What did you do with those letters at home? Provide examples of what you talked to your parents about from the lessons. How did your parents help you use the skills you learned? How did you and your friends use the *Second Step* ® lessons? Probe for examples? Do you think that other students should learn *Second Step*® lessons?

Interviews with teachers and other educators

Open ended, semi-structured interviews were conducted with the participating teachers, counselors and principals and lasted about 30-45 minutes. Teachers and educators were asked to respond to the following questions. What worked best? What was problematic? What suggestions do you have for change? Have you seen instances of students using concepts/skills from the curriculum? If so, please give an example. Interviews were recorded on audiocassettes and transcribed for later analysis. The purpose of educator interviews was to obtain perspectives of teachers and administrators regarding the implementation of the *Second Step*® curriculum. Fifteen teachers, four counselors and four principals representing the four elementary schools were interviewed during spring of 2004 after student post-testing.

The questions examined positive and negative aspects of the violence prevention curriculum, impact on student behavior, influence on classroom management, administrative support for the curriculum, and suggestions for improvement in future implementations. Interviews were tape recorded and then transcribed verbatim for purposes of analysis.

Methods: Evaluation of Curriculum

During the summer of 2003, each school designated one teacher or counselor to be the school trainer in the curriculum. These designated persons attended a three-day workshop in which they were trained how to teach *Second Step®*, how to train other educators to teach *Second Step®*, general skills in teaching social skills, and how to customize an implementation plan. These educators then held an in-service program at their schools to train teachers in the curriculum. There were variations in how teachers implemented the program. In some cases, teachers taught lessons to only their homeroom, one teacher taught the lessons to the entire grade, or teachers rotated teaching the lessons.

Results: Evaluation of Curriculum

Second Step® curriculum tests

T-tests conducted for 3-5th grade showed that 3rd and 4th (participants from Elementary School 1 grade had significant increases in pre/post scores (3rd grade pre-test mean =8.71; post-test mean =11.89; 4th grade pre-test mean =11.29; post-test mean =15.06), while there were no significant changes found for 5th grade (participants from Elementary School # 2) (5th grade pre-test mean =11.22; post-test mean =11.19).

A dependent T-test was also conducted for K-2 graders (all four elementary schools) and the result showed that there was a significant increase in pre- and post-test scores for the

combined group (pre-test mean =17.47; post-test mean =20.88). A repeated measures MANOVA was conducted with the pre and post test as a two-level, within subjects variable and with school and grade as a between subjects variable. There was a significant interaction between school and pre post outcomes (p=.034<.05). Post-hoc analyses for the K-2 grades indicated that the changes between kindergarten and first grade were significantly larger than changes between 1st grade and 2nd grade. The changes between kindergarten and 2nd grade were also greater than changes between 1st and 2nd grade.

Student interviews

A pair of researchers reviewed student interviews independently to identify patterns of student responses. After reviewing transcripts, researchers met to discuss themes and develop a coding manual. The researchers then reviewed transcripts again applying the themes from the coding manual and making notes of emerging themes not originally included in the coding manuals. After coding all the transcripts, researchers compared codes to reach agreement and amended the coding manual to reflect new themes. Frequency counts of each theme were conducted to quantify the prevalence of each theme.

What Skills Were Learned? Among the skills the students reported learning from the curriculum, anger management skills were cited most. Almost 25% of the responses included skills of anger management, such as calming down, avoiding fighting, ignoring/walking away, and using self-talk. Self-talk refers to the skills in which students are encouraged to talk through an issue (silently) before acting on impulse. Less commonly mentioned skills included problem solving/impulse control skills and bully-proofing skills. Few students (0.95%) indicated that they either had not learned or had not used skills.

How were skills used? Interviews suggested that the most commonly provided examples of using *Second Step®* included using calming down strategies and impulse control. For example, one student shared this example of how she used skills from the lessons to avoid a fight, "A boy kept calling me names and I didn't listen. My heart said 'hit him', but I knew better. Instead I said to myself 'calm down' and talked to myself and played on the computer." Another student stated, "If I feel like hitting someone, I sit down and let the moment pass." Students also described involving an adult in conflicts to avoid escalation. "Someone was pushing me and I said 'stop it'. They didn't so I told the teacher." When asked if other students should learn *Second Step®* 99% of students interviewed stated that they should. Examples of common reasons for continuing the curriculum are: "So students can learn to respect each other." "So they can learn about feelings and not to be mean to each other." "…learn to control their anger."

Where Were Skills Used? Students indicated that they used skills from the intervention in a variety of places, such as at school (61.90%), at home (14.28%) and at their neighborhood or community (9.52%). Only 2.38% of students said they never used the skills. It should be noted that this differs from data collected in previous years where a higher percentage of students reported using the skills at home.

Interviews with teachers and other educators

Teacher, counselor and principal interviews were analyzed using the same methods as the student interviews. Interviews revealed themes relating to three main categories: curriculum acceptability, curriculum integrity and curriculum outcomes. The concept of curriculum acceptability encompasses educators' perceptions of the curriculum, its

effectiveness, and ease of implementation. Curriculum integrity refers to how accurately the teachers followed the protocol of the *Second Step*® Lessons. Educator interviews also provided greater understanding of the outcomes of the curriculum through examples of student use of the concepts and impact on classroom climate.

Perceptions of curriculum acceptability

Data analysis of teacher interviews revealed several themes related to teacher acceptability of the curriculum. Teachers reported that the lessons were easy to implement and applicable to the social emotional needs of the children. "It is teachable, practical, something the children can take with them. I have taught lots of curriculums in 19 years and this is one of the best as far as social aspects." Despite finding value in the program, teachers were not always able to implement the curriculum as planned. This will be explored in greater detail in the section on curriculum integrity.

In contrast to the generally positive response described by interviewees, two educators from two of the schools did not believe the curriculum was received with enthusiasm. As one administrator explained, "I think from the beginning there wasn't "buy-in" for the program. It was something they felt they had to do, it was something they felt like the counselor should be doing and they are overwhelmed." A teacher at another school also felt that the content of the lessons was more suited to the responsibilities of a counselor, "I think the counselors more so than the teachers, are trained in these areas. Sometimes the lessons might spark a question that the teachers are not sure what to do or how to pursue their concerns. A counselor would be able to do that." It can be inferred that, overall, the teachers thought highly of the curriculum and its goals. However, some felt it was not the role of teacher, but

of the counselor. Curriculum materials were viewed as another strong point of the program. Teachers complimented the videotapes, role-plays, posters, and lesson scripts. "The students love the role-playing and it helped internalize the lessons for them. It is really easy to pull out the [lesson] cards and go through them. It is efficient." It should also be noted that while most teachers liked the curriculum props, at least one teacher found the puppets to be awkward. She explained, "Doing two puppets and trying to talk about it and trying to manage all the stuff. Sometimes that gets a bit overwhelming to me."

While teachers generally considered the *Second Step*® curriculum to be a practical and useful social emotional learning tool, interviews indicated that conflicting priorities played a major role in teacher acceptance and/or ability to teach the curriculum consistently. District re-organization presented several obstacles. Before to the 2003-04 school year, the elementary schools were arranged developmentally with each elementary school housing only two grades. During the year of implementation, the schools were reconfigured to a kindergarten through fifth grade structure. In addition, the district adopted a "program of choice" plan in which each school focused on a particular instruction theme and parents were allowed to choose the school their children attended. Essentially this means that five new schools were created with new principals, teachers, and counselors. One principal reported, "We have had an all new administration. We had had teachers from three different schools blended this year, so we are just getting adjusted. We've had so many new programs this year and new testing procedures and CRCT. There have been so many things to juggle and balance and get used to that our character education program has not been able to implement this [*Second Step*®]." Along with these changes, there were certain requirements that

detracted from time available to devote to *Second Step*® lessons. For example, the schools received several grants for which they were expected to gather outcome data. Those who were able to use the curriculum noted that carving out time for the lessons in the long run reduced the amount of time that had to be devoted to discipline, "If you take 45 minutes a week you save lots of time throughout the week on discipline problems."

In addition to adjusting to changes in the district, schools across the nation are under increasing pressure to adhere to national academic standards set by the No Child Left Behind mandates. Non-compliance with these academic standards can lead to a loss of funding, which can be interpreted as leaving little time in the daily schedule for social emotional learning. One teacher explained, 'Because we were getting ready for CRCT [Criterion Referenced Competency Test] testing we had to shorten all those things that the students are not tested on and really beef up math, reading, and language arts." Similarly, a principal stated, "None of the teachers are resistant to it [*Second Step*®]. But they may have concerns about the problem of prioritizing time for it." These quotes suggest implementation of the program was sometimes hindered not because of lack of regard for the curriculum, but because there were competing priorities. In one school, the principal encouraged teachers to suspend the *Second Step*® curriculum until after the annual, year-end standardized testing. A teacher explained the magnitude of the importance of test scores as, "passing the standardized test is first, second, and third priority and so anything else takes a backseat. Another principal explained simply, "subject areas that are not tested go by the wayside because of the standards based approach."

Despite the importance of improving standardized test scores, some educators felt that having *Second Step*® in the district was an asset in this time of educational accountability. "The Second Step program has been helpful in because it requires a focus on the social emotional issues." Another principal values the curriculum for giving teachers a framework for addressing social emotional needs, "This program makes the social skills and violence prevention instruction systematic for teachers." These quotes suggest that although some educators perceived the curriculum as an additional burden, others valued the curriculum for providing an opportunity to address needs that otherwise would have been ignored.

Perceptions of curriculum integrity

As the preceding section on teacher acceptability suggests, educators varied widely in their implementation of the curriculum. The publishers of the *Second Step*® curriculum suggests that lesson be presented once weekly in sequential order because lessons build upon previous skills. The curriculum contains lesson cards with scripts of key points, facilitative questions, role-play ideas, and videos. To encourage transfer of learning, the curriculum provides homework activities and parent letters summarizing the concepts of the lessons and activity suggestions. The publishers also encourage educators to use positive reinforcement for use of skills in everyday situations. Educator interviews provided insight into how teachers maintained the integrity of the protocols and adaptations made to accommodate the unique circumstances of the classrooms.

The majority of the teachers described following the protocols of instruction, which includes reading the script and encouraging the students to role-play the scenarios. However, teachers differed widely in the consistency and frequency of implementation, "We went in

order of the lessons. I tried to do it once a week, but I didn't always have time. I would read the back of the cards and discuss it with the kids and try to refer back to things I'd seen them do." Teachers and administrators from all four schools observed that teachers and grade levels varied in consistency of regular teaching of the curriculum. One teacher explained, "Teaching of *Second Step*® varies. Some teachers are religious about it. It is pretty much evenly spread out [between those who teach it regularly and those who do not]." Another administrator stated that some teachers "just did not use them [the *Second Step*® lessons] at all." Another educator stated that reactions tended to vary according to grade level, "the fourth grade seemed to really enjoy it, they thought it was valuable and a couple of second grade teachers said it was valuable. But the fifth grade did not think it was valuable and did not participate." A counselor at another school similarly noted that "the ones who see value in it like it a lot and I think some of teachers haven't had time to see the value."

Educators also noted that a shortage of curriculum kits interfered with teachers' ability to implement the curriculum regularly. Due to budget constraints teachers were required to share the kit with at least one other teacher, which presented challenges to teachers' ability to implement the lessons. Not only did teachers have difficulty coordinating lessons, kits were occasionally incomplete or damaged. Additionally, the curriculum relies upon referring to posters and other visual materials that teachers were unable to display. As one teacher explained, "Sharing kits was frustrating, sometimes materials were not in order or damaged. We also had to work around each other's schedule when planning lessons." Lack of materials may have interfered with teachers' ability to use teachable moments since they did not have the materials on hand to use as a reference. According to one counselor the absence

of posters in the classroom was a hindrance to potential teachable moments, “I would like for the teachers to have posters because really the posters are the most important part. For example, when you are having a crisis with an angry child you can point to it and say okay and review the skills.”

Due to time constraints and conflicting priorities, teachers often adapted the curriculum to their classrooms. For example, teachers described using the lessons in unconventional ways such as teaching the lessons out of order when a particular situation called for it. “Bullying has been a problem so I jumped ahead to those lessons and I changed the order of the lessons to address problems. Cliques were another problem that we used the lesson to address.” A school counselor explains, “what we like is that we could use portions of the curriculum when needed to solve a particular problem. For example, there was a problem with stealing and I was able to pull the lesson from the third grade version and use it at a different grade level with a class who had a stealing problem.” In these examples, the educators observed a trend in student behavior and used *Second Step* ® lessons to address the immediacy of the situation rather than following the sequence. Teachers also reported devoting more time to lessons that related to pertinent issues.

> “Sometimes I’ll spend more time on a topic if I need more time based on student interests. For example, when we did a lesson on interrupting and we did the role-plays, they wanted to go on longer than the guided lesson so we spent more time on the role-plays and how to interrupt conversation.”

In order to address the time constraints, some teachers shared the responsibility of the lessons and taught them in larger groups,

"I taught the whole second grade together because we had gotten so bogged down with all the demands on use…so I volunteered to teach it for the whole second grade. We just met out on the playground and I taught it out on the play ground."

Perceptions of curriculum outcomes

While quantitative data can provide an understanding of how much of the curriculum information students retained, educator interviews provided vivid examples of how the lessons impacted the students and the classroom climate. Qualitative analysis revealed three major themes related to outcomes: teachable moments, generalizing of *Second Step* ® concepts, and improved understanding of emotions and emotional expression.

A teachable moment is a situation in which a teacher sees something occurs among students and uses that to reinforce *Second Step*® lessons. These situations provided meaningful examples of how to apply the concepts of the lessons. As one teacher stated, "The lessons are good to refer back to. For example, there was a lesson in determining whether someone's action was on accident or purpose. I refer back to that quite a bit. Referring to them helps the students remember how to be kind to each other." Another teacher provided an example of using the lessons to help students calm down, "The other day, I noticed a student getting mad. I asked the kids, 'what do we do when we are getting upset?' and they said, take a deep breath." Generalizing occurred when students applied the concepts of the lessons without the assistance of an adult. Teachers reported a number of incidents of students using *Second Step*® skills on their own. For example, one teacher stated, 'When teachers are not around you hear kids talking about the lessons to each other…I hear the kids

saying, “You need to breathe and count”. Another teacher provided examples of behavioral changes in specific students, “I have seen a couple of kids who early in the year when they would get frustrated, they would attack. It was like, ‘I am going to yell at somebody or do something’ because they were angry. And there has really been a couple that have come around. And I think that is the result of the lessons being around this year.” A second grade teacher shared this observation, “It is interesting to see how kids deal with it [a problem] before coming to you. Initially they tend to tattle. But it is interesting to see them solve things without coming to you. They are increasingly able to solve things themselves, which is quite hard for young kids.”

Teachers who were able to implement the curriculum consistently noted that the *Second Step*® lessons helped students understand and verbalize their emotions. A first grade teacher explained, “*Second Step*® did help develop their ability to express, because happy, sad, they know so few. Particularly coming from my class with second language learners, they don’t have that language. They just know a few words, either you’re happy or you’re sad. The word agitated or disappointed or depressed, it helped with that vocabulary development. Because it helped them really be able to express themselves. And when they heard those words they understood them more. Vocabulary development is really, really big with this little group.” A fourth grade teacher remarked that her older students also benefited from the vocabulary, “ I think just knowing about different kinds of emotions and this is what I am supposed to call this one and that I can have more than one emotion at the same time and that’s okay. Identifying their feelings is one thing because a lot of fourth graders only know ‘I feel good, I feel bad, I feel mad’. They actually learn that there is a difference

between being frustrated and being angry. They learn the differences in those feelings and ways to handle that and that helps a lot." One school administrators felt that the curriculum's focus on understanding and discussing emotions enhanced teacher-student relationships, "the communication between teachers and students is enhanced because [the lessons] predispose them to talk about feelings and communicate effectively…I have seen a remarkable transformation, especially in fifth grade, relationships between teachers and children have become more positive."

Summary: Evaluation of Curriculum

One of the important findings of this study is that significant increases were found in K-2, third and fourth grade in Second Step® Curriculum pre/post test. The observed change for the fifth graders was not significant. Also, the post-hoc analyses for the K-2 grades indicated that the significant pre/post test changes might be due primarily to observed improvement in the first and second grades.

The student interview data indicated that this curriculum had a positive impact on students and 99% of the interviewed students thought that other students should learn skills from this curriculum. Among the skills learned, anger management skills were cited most frequently (e.g., the students learned to use the calm down and impulse control strategies to avoid a fight). Empathy skills were also cited frequently. Very few students said that they did not learn or use any skills. Most students report that they used the skills in schools, but only a small number of students said they used the skills at home and community.

Conclusions

Providing outside counseling by a mental health professional allowed Latino students to receive help for issues that are outside the scope of school professions. Students received help for a variety of issues including behavioral problems, trauma, family conflict, and emotional distress. The problem behaviors that were being displayed by the children often reflected problems of the parents and/or family as a whole.

On a scale of 1 to 3 (with 1 representing not attained, 2 somewhat attained, and 3 attained), the Licensed Professional Counselor rated average goal attainment was a 2.47. This indicates high frequency of goal attainment. Parent, child, and teacher interviews provided corroboration for this goal attainment through descriptions of improved child behavior, and parent-child communication. One of the most striking findings of the interviews was that teachers, students and parents remarked upon improved academic performance in children receiving counseling. Additionally, counseling helped parents, and in some cases teachers, understand the emotional needs of the children. Some teachers reported that having the option to refer for individual counseling may have encouraged them to inquire about the potential social and emotional needs of the student, rather than taking no action or resorting to disciplinary procedures.

The data from this evaluation provides support for the efficacy of the intervention. In future implementations, organizers might want to consider establishing a formal follow up system for families who are referred for counseling but elect not to participate. Following up with these families might provide greater insight into the needs of these families and ways to improve service delivery. Additionally, the LPC suggests that students with ADHD may need

additional sessions because often their problems are multilayered. Often the first several sessions are devoted to helping the child learn to control impulses and concentrate on conversations. Further exploration of problems can begin only when these skills have been taught.

Overall, the parenting workshops were received well by the families, and parents who attended reported that they benefited from the classes by learning how to better relate to and discipline their children. In addition, there appears to be a great demand for parenting classes in the community, as evidenced by the dramatic turnout resulting from the classes being moved to a local church. As a result of efforts made by a church member attending the parenting workshops and suggestions made by parents, contact was made between G-CAPP and the church, and the location of the workshops was changed and they began being held a local church. Combined with efforts, by G-CAPP and the church itself, to increase awareness of the workshops in the community, this has led to a greatly increased attendance.

Parents suggested that the workshops be modified to target specific issues being faced by attending families, such as adolescence and sibling problems. In addition, the professional counselor suggested that groups be held for parents of children diagnosed as having ADHD. Other suggestions made by parents included having children be involved in some of the parenting class sessions during future workshops, where this may benefit the children and the family as a whole. Based on her experience using *Padres Activos de Hoy*, the LPC should be consulted in order to determine how to adapt the curriculum to incorporate these suggestions to meet the specific needs and desires of the attending families.

The LPC who conducted the parenting workshops reported finding it most advantageous for the families when parents attended the parenting workshops also were involved in the counseling component. In future applications, it might be helpful to encourage or require both workshops attendance as well as counseling sessions for the students and their families.

Analyses of statistics and interview data regarding the implementation of *Second Step®,* a violence prevention curriculum, provided mixed support for the intervention's effectiveness in the area of empathy, impulse control, and anger management. Based on the pre/post tests scores, students in K-2, 3rd and 4th grade showed significant gains from the Second Step® Curriculum. Also, the students' positive interview data confirmed the impact of the curriculum on students' knowledge of intervention concept. However, significant changes were not found for the 5th graders in their pre/post test scores.

In regards to future implementation, it is suggested that providing gradual implementation in schools instead of immediate large-scale implementation should be more reasonable and feasible since gradual introduction may help cultivate teacher buy-in and integrate the concepts of the curriculum into the school culture. Additional and extensive trainings to teachers may be more helpful to those who are unfamiliar with Second Step® Curriculum and the concepts of social emotional learning. Future efforts may also involve family component into this curriculum which was not addressed in this study. In addition, if possible, the best way for the teachers to teach is to have their own curriculum kits and allow them to display and refer to the visual materials to the students as the need arises.

Appendix A

Presenting Problem and Therapeutic Goals Summary

Enlace Case Number: _____ Referred by: _____

Other Case Number: _____ Date: _____

Presenting Problem # 1: _____ _____ **Goals**: (1) _____ _____ (2) _____ _____(3) _____ _____	**Severity**: Little trouble Moderate Seve 1 — 2 — 3 — 4 — 5 **Level to which objective was met**: Not at all Somewhat Attaine 1 — 2 — 3 1 — 2 — 3 1 — 2 — 3
Presenting Problem # 2: _____ _____ **Goals**: (1) _____ _____ (2) _____ _____(3) _____ _____	**Severity**: Little trouble Moderate Seve 1 — 2 — 3 — 4 — 5 **Level to which objective was met**: Not at all Somewhat Attaine 1 — 2 — 3 1 — 2 — 3 1 — 2 — 3
Presenting Problem # 3: _____ _____ **Goals**: (1) _____ _____ (2) _____ _____(3) _____ _____	**Severity**: Little trouble Moderate Seve 1 — 2 — 3 — 4 — 5 **Level to which objective was met**: Not at all Somewhat Attaine 1 — 2 — 3 1 — 2 — 3 1 — 2 — 3

Appendix B

Therapy Interview Questions

Child Interview Guide:

1. Tell me about what you liked about meeting with the counselor?

(Probe: What types of things did you find helpful?)

2. What did you think counseling would be like? (addressing expectations fro counseling)

3. How have you changed since counseling? (addressing goal attainment/behavior change)

4. What would you change about counseling?

Parent Interview Guide

1. What did you hope you or your child would gain from counseling? (goal definition)

2. How were these things addressed in therapy? (goal attainment)

3. What changes have you noticed in your child's behavior?

4. Tell me about your interactions with the therapist. (nature of interactions between counselor and parent).

5. How would you change/improve the counseling process?

Interview Guide for School Personnel:

1. Describe the reason for referral.

2. In your opinion, what were the goals of therapy?

3. How were these met?

4. What changes in behavior have you noticed over the last 6 weeks?

5. Review goals of service plan with school personnel.

In your opinion, how do you think this child meets this goal?

6. How did you communicate with the counselor?

7. How could this process be changed/improved?

Interview Guide for Licensed Professional Counselor

1. What was the referral process? (What were the criteria for referrals?)

2. Approximately, how many referrals did you receive?

    a. Did you accept all referrals (why/why not)?

    b. If referrals were not accepted what was done?

3. How did you communicate with parents?

4. How did you communicate with school personnel?

5. What worked about the referral process?

6. Suggestions for improving or changing the referral process?

7. What is the average no-show rate

8. The least number of sessions

9. The most number of sessions

10. Who participated in the therapy?

    a. Roughly, how many students did you see alone?

    b. How many families participated in therapy?

11. What were the presenting issues you generally saw in the referrals? Were there others?

12. Are there certain types of goals that were generally attained?

13. Are there certain types of goals that were generally not attained? Trend in obstacles encountered?

14. Example of a case that was very effective? The evaluative criteria?

15. An example of case where you didn't accomplish what you wanted and the evaluative criteria?

16. How is the feedback to the schools handled at the end of the case (what plans)? Have the schools asked for anything?

17. How have you handled closure with clients?

18. Was there a limit to the number of sessions available to the clients?

19. Were there clients who terminated therapy (if so why and how many)?

Appendix C

Parent Meeting Focus Group Interview Guide

1. What got you interested in attending the meetings?

   Probe: What did you expect?

2. a. Tell me what you found most helpful about the meetings.

   b. What did you find least helpful about the meetings?

3. What recommendations do you have?

4. What types of issues would you like to see addressed in future meetings?

5. Would you come if there were meetings regarding these topics? Why or why not?

6. What was …

   a. …session one like?

   b. …session two like?

   c. …session three like?

7. a. How many of you have used what you've learned?

   b. Give me an example of how you have used what you've learned.

   c. If there has not been an opportunity yet, how do you see yourself using what you have learned in the future?

Appendix D

Parent Workshop Survey

1 = strongly disagree / desacuerdo fuertemente fuertemente	2 = disagree / desacuerdo	3 = somewhat agree / neutral	4 = agree / de acuerdo	5 = strongly agree / de acuerdo
1. The staff was knowledgeable and put me at ease. El personal era informado y me pusieron cómodo/a.	**1**	**2**	**3**	**4** **5**
2. I felt comfortable asking questions, and the staff was able to answer them. Sentí confortable hacerles preguntas del personal, y las podían contestar.	**1**	**2**	**3**	**4** **5**
3. Explanations were clear and easy to understand. Las explicaciones eran claras y fáciles de entender.	**1**	**2**	**3**	**4** **5**
4. Getting to the meetings was difficult. Era fácil llegar a las reuniones.	**1**	**2**	**3**	**4** **5**
5. If other people knew I was going to the meetings, they would approve. Si otras personas supieran que asisto a las reuniones, me aprobarán.	**1**	**2**	**3**	**4** **5**
6. Talking to other parents was helpful. Fue útil hablar con otros padres de niños.	**1**	**2**	**3**	**4** **5**
7. I would recommend this program to other parents. Recomendaré esta presentación a otros padres de niños.	**1**	**2**	**3**	**4** **5**
8. I would like to attend another program like this. Asistiría otra presentación como ésta.	**1**	**2**	**3**	**4** **5**
What did you find most useful? / ¿Cuál aspecto de la presentación era la más útil para usted				
How could this session be improved? / ¿Cómo podría ser mejorada esta presentación?				

Appendix E

Curriculum Interview Guides

Individual Student Interview Guide

1. What skills have you used from the Second Step lessons?
2. Please give examples of when you used these skills? (note to interviewer: probe the student to give examples of each skill listed above).
3. How have you changed the way you act at school because of the things you learned in Second Step?
    i. **At home?**
    ii. **In other places?**
4. Did your teachers give you anything to take home about the lessons?
5. What did you do with those letters at home?
6. Please give me some examples of what you talked to your parents about the lessons.
7. How did your parents help you use the skills you learned? (Probe for examples.)
8. How did you and your friends use the Second Step lessons? (Probe for examples)
9. Do you think that other students should learn Second Step lessons?

Teacher Curriculum Interview Guide:

1. How long have you been teaching?
2. Have you taught the Second Step lessons before this year?

3. If so at which school and which grade level?
4. How have you changed your approach to teaching the curriculum as you have gained experience with it?
5. Tell me about how you taught Second Step in your classroom?
6. Did you go in order of lessons? Why or why not?
7. How have you integrated the content of the lessons into your everyday classroom management?
8. How do you see it being used in the school as a whole?
9. Tell me about how you implemented the Second Step concept of a classroom meeting?
10. What from the Second Step lessons worked best for you?
11. What was problematic?
12. What would you do differently?
13. What impact do you think the program has had on the students?
14. Impact on discipline? Discipline referrals?
15. How have you seen the students using the lessons?
16. Which kids seem to respond to the lessons, which one's do not respond?
17. Tell me about administrative support at for the lessons.
18. What would you have liked to have seen (in terms of support)?

Second Step Coordinator Interview Guide

1. Tell me how Second Step lessons are being taught in your school?
1. Describe the impact?

2. How are you using environmental supports (such as the classroom meetings?
3. What do teachers seem to think of the lessons
4. How do you see them using them>
5. What do the students seem to think of the lessons?
6. What has been your involvement in the Second Step lessons ? (probe: have you taught any lessons, held any special meetings/trainings, etc)
7. What were the obstacles in implementing the lessons?
8. What were the strengths of implementing Second Step?
9. What were the weaknesses?
10. What suggestions do you have for using Second Step in the future?
11. What suggestions do you have for administrative support (or what kinds of administrative support would you like to have seen?

School Administrator Curriculum Interview Guide

1. Tell me how Second Step lessons are being taught in your school?
2. Describe the impact?
3. How are you using environmental supports (such as the classroom meetings?
4. What do teachers seem to think of the lessons
5. How do you see them using them?
6. What do the students seem to think of the lessons?
7. What has been your involvement in the Second Step lessons? (probe: have you taught any lessons, held any special meetings/trainings, etc)
8. What were the obstacles in implementing the lessons?

9. What were the strengths of implementing Second Step?

10. What were the weaknesses?

11. What suggestions do you have for using Second Step in the future?