

6th Biennial National Conference on Health and Domestic Violence

March 29 to 31, 2012 – San Francisco, California

**Training *Promotores* in
Family Violence
Prevention for the Latino
Community: Models, Tools,
and Outcomes**

Ruth A. Rodriguez, M.A.

Monument Community First 5 Center -- Concord, CA

and

Herbert Z. Wong, Ph.D.

John F. Kennedy University



Training *Promotores* in Family Violence Prevention for the Latino Community: Models, Tools, and Outcomes

- **John F. Kennedy University is one of the American Psychological Association's five Regional Training Sites and serves Alaska, Arizona, California, Hawaii, Idaho, Nevada, Oregon, Utah, and Washington**
- **The ACT Program is supported by grants from:**
 - The Dean and Margaret Lesher Foundation**
 - The Kaiser Foundation**
 - Mount Diablo Health Care District**
 - American Psychological Association**



Training *Promotores* in Family Violence Prevention for the Latino Community: Models, Tools, and Outcomes

- **Welcome and Introduction**
- **Workshop Facilitator -- Ruth Rodriguez**
- **Participants Introduction Exercise**



Participants Introduction: Your Best Guess!

- *Your hertiage*
- *Favorite Food?*
- *Best childhood memory*



Workshop Learning Objectives

- Highlight some of the key lessons learned in training *Promotores* in this evidence-informed violence prevention program (Demonstrate Exercises)
- Describe content and process modifications of the program to ensure cultural competence and community-based applicability (Share Examples)
- Summarize the training outcomes of the *Promotores* to further the evidence-informed documentation of this program for the Latino/Hispanic communities



Workshop Agenda

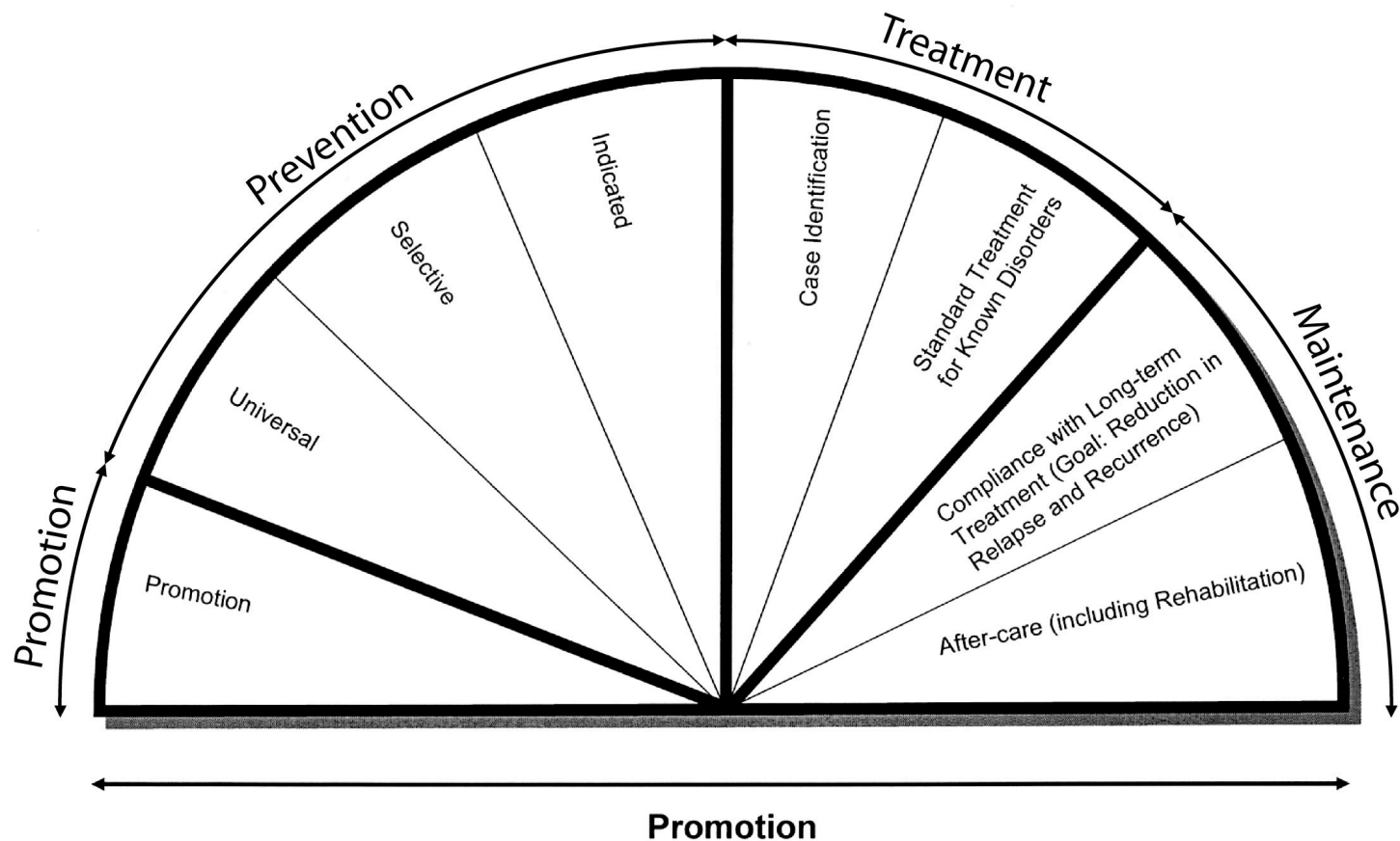
- Introduction and Learning Objectives
- Background and Conceptual Models Used
- Description of the ACT Program
- *Promotores* Training Curriculum and Demonstration of Training Exercises
- Training Results and Findings
- Implications for Practice
- Summary and Conclusions



Background and Conceptual Models Used

- **15.5 million U.S. children live in families in which partner violence occurred at least once in the past year (McDonald et al., 2006).**
- **State and local child protective services (CPS) received 3.3 million reports of children being abused or neglected in 2008 (DHHS, 2010).**
- **An estimated 1,740 children ages 0 to 17 died from abuse and neglect in 2008 (DHHS, 2010): 80 percent of the deaths occurred among children younger than age 4 and 10 percent among 4-7 year-olds with most children being maltreated by their parents (versus other relatives or caregivers).**

Institute of Medicine (IOM) Prevention Model



From: IOM Public Briefing, March 25, 2009, Washington DC



Institute of Medicine (IOM) System for Categorizing Prevention

- ***Universal Prevention:*** Targeted to general populations who have not been identified as being at increased risk
- ***Selective Prevention:*** Targeted to those whose risk of disorder is greater than average because of risk factors
- ***Indicated Prevention:*** Targeted to high-risk individuals who have minimal symptoms



CDC Meta-Analytic Report: *Parent Training Programs: Insight for Practitioners*

Outcome 1. Acquiring Parenting Skills and Behaviors

- **Teaching parents emotional communication skills**
- **Teaching parents positive parent-child interaction skills**
- **Requiring parents to practice with their child during program sessions**

From: Centers for Disease Control and Prevention (2009). *Parent Training Programs: Insight for Practitioners*. Atlanta: Author.



CDC Meta-Analytic Report: *Parent Training Programs: Insight for Practitioners*

Outcome 2. Decreases in Children's Externalizing Behaviors

- **Teaching parents the correct use of time out**
- **Teaching parents to respond consistently to their child**
- **Teaching parents to interact positively with their child**
- **Requiring parents to practice with their child during program sessions**

From: Centers for Disease Control and Prevention (2009). *Parent Training Programs: Insight for Practitioners*. Atlanta: Author.



Description of the ACT Program

- **What is *ACT*?**
- **Overview and Program Goals**
- **Curriculum and Activities**
- **Venues and Program Sites**
- **John F. Kennedy University is one of the American Psychological Association's five Regional Training Sites and serves Alaska, Arizona, California, Hawaii, Idaho, Nevada, Oregon, Utah, and Washington**
- **Della Combs, Director, Western Regional Training Headquarter**



The Adults & Children Together (ACT) Against Violence Program



**Ruth A. Rodriguez, MA
National Trainer/ Western Region**



Adults & Children Together (ACT) Against Violence

What is *ACT*?

- A national violence-prevention movement.
- A public awareness campaign about the effects of violence on children.
- A 2-day Facilitator Certification workshop.
- An 8-week training for parents and caregivers: *Parents Raising Safe Kids (PRSK)*.



Adults & Children Together (ACT) Against Violence

What is *ACT*?

- A highly acclaimed, evidence-informed series of classes for anyone involved in the lives of young children from birth to age 8.
- Developed by the American Psychological Association (APA) in 2000 under its *Adults and Children Together (ACT) Against Violence* initiative.



Adults & Children Together (ACT) Against Violence

What is *ACT*?

- A unique parent and professional education program with an accessible, highly interactive curriculum.
- Has been proven effective in changing participant knowledge, attitudes, and behavior during 10 years of evaluation.



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ACT Program Goals

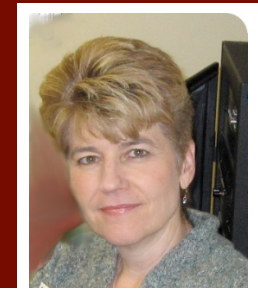
- **To help parents, educators and professionals reduce the impact of family and social violence in their schools, neighborhoods and communities.**
- **To help prevent violence against young children before it starts.**



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ACT Program Leaders

- Are certified by the ACT Western Regional Training Center at John F. Kennedy University in Pleasant Hill, CA
- One of five Regional Training Centers in the country
- Are active in violence prevention in their communities





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The *ACT* Curriculum Covers:

- Stages of child development
- The effects of violence on children at different ages
- Risk factors: Different ways that children are exposed to violence
- Protective factors: Parenting styles, temperament, effective communication, consistent reinforcement of rules



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The ACT Curriculum

- Empowers adults with new skills that positively reinforce children's good behavior, build their self-esteem and foster loving relationships in families and communities.

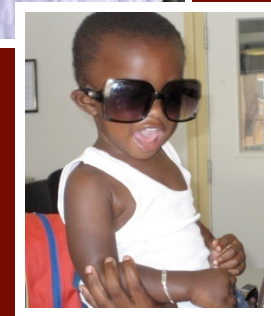
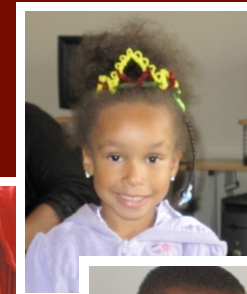




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The ACT Curriculum

- Teaches positive, practical, non-violent ways to guide and communicate with young children to help them feel safe and learn to behave well, such as:
 - Positive conflict-resolution interventions
 - Age-appropriate discipline
 - How to discipline vs. punish
 - How to help children manage anger and other emotions
 - How to minimize the impact of violent media





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ACT Engages Participants through:



**Lively Discussions &
Playful Activities**



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ACT Engages Participants through:

**Partner Work and
Small Group Exercises**





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ACT Engages Participants through:

**Opportunities to Get Support and Discuss Ways
to Cope with Children's Challenging Behaviors**





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ACT Engages Participants through:



Role Play

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Parents and Caregivers Get

- Handouts, worksheets and practical tools to use at home with children

Fact Sheet #1: Skills to Expect from 0 to 18 months

Mental Skills

Children:

- Manipulate people and objects that are not present
- Show understanding of words for highly frequent actions
- Describe what they see on TV, even if they don't understand what they are doing
- Understand what they hear before they can speak
- Make noises to communicate with others and to show satisfaction or displeasure
- Respond to non-verbal cues
- Begin to explore the environment, touch and manipulate objects

Social Skills

Children:

- Cry, feel upset and look when in pain, tired, hungry, cold, thirsty, wet, changed or in a new situation and/or with new people
- Smile, babble, and coo to show pleasure, joy and excitement
- Recognize the difference between familiar people and strangers
- Develop strong bonds with people regularly caring for them, a parent or other adult and show anxiety when separated
- Are friendly to familiar people and afraid of strangers

Fact Sheet #2: Skills to Expect from 18 to 24 months

Mental Skills

Children:

- Have mental images of people and objects that are not present
- Can use imagination and begin to play pretend games
- Use an object to represent a person, like a doll to represent a mother or a child
- Accurate reports of the big and little details of events that occurred in the past
- Has knowledge of named household items, can use two- to three-word sentences, two word words
- Listen to stories for a short period of time

Social Skills

Children:

- Are increasingly getting sense of themselves as separate individuals
- Think they are the center of the world
- Beginning to show signs of independence, can be evasive and contrary, may not be socially compliant
- May be having trouble making and using things right now
- How trouble expressing emotions with words, when frustrated or angry can have tantrums or hit and kick to get what they want

Fact Sheet #3: Skills to Expect from 24 to 36 months

Mental Skills

Children:

- Understand that things and pictures represent real objects and people
- Have a range of pretend play, including role playing, and can use objects to represent people and things
- Accurate reports of the big and little details of events that occurred in the past
- Has knowledge of named household items, can use two- to three-word sentences, two word words
- Listen to stories for a short period of time

Social Skills

Children:

- The child is able to play with others more than cooperatively with them
- Begin to understand that other people have experiences of their own
- Are more aware of feelings of others, including empathy
- Express their feelings through pretend play, make-believe play

How to Resolve Conflicts

THE IDEAL MODEL

Determine the problem and the feelings of everybody involved in the conflict.

Evaluate possible alternative solutions.

Evaluate the alternative solutions.

Learn from what you did to solve the conflict.

Helping Children Express Anger

Use the Wheel of Feelings* to help children learn about the different and situations that cause them

Help your children find out what in their bodies when they are angry

Teaching By Example

Children learn by imitating and watching people.

Be a positive model.

HOW?

1. Recognize when you are angry, frustrated, or just tired . . .
2. Learn to manage your own stress and to control your anger . . .
3. Talk to others about your feelings in a respectful way . . .
4. Solve your problems and disputes using words, not violence . . .
5. Talk to yourself aloud about a problem and a solution . . .

What Parents Can Do When Children Are Angry and Fight

1. Help the children to calm down.
2. Separate the children.
3. Help the children to think about why they are angry.
4. Help each child think about what the other child is feeling.
5. Tell the children how you feel about the situation.
6. Help the children choose the best solution for the situation.
7. Praise the children when they resolve a conflict without violence.
8. Tell children it's ok to be angry, but not ok to hurt others.



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Participants Get

- A graduation ceremony with a celebration cake at the last class – often a powerful experience for those who have never been publicly recognized for their education.





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In this NCHDV Workshop

We will provide you

Four Examples of ACT Training

Exercises and Activities Used in the

ACT Eight-Week Parents Workshop



***Promotores* Facilitator Training**

- **Importance of ACT Training for the Latino/Hispanic Community**
- **Collaboration with La Clinica de la Raza**
- **Cultural Competent and Spanish-Language Curriculum**
- **Role of the *Promotores* in the Latino/Hispanic Community**
- **Monument Community First Five Center/Concord**



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Young Children and Violence

Sample of Exercises

- **ACT Program Video Clip**
- **How Children Become Involved in Violence**
- **Victims, Aggressors, and Witnesses**
- **Paper Doll Activity**



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Child Development Sample of Exercises

- **Four Age-Group Scenarios**
- **Discussion of Four-Poster Scenarios**
- **Child Development Summary**



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Reducing the Influence of Media on Children

Sample of Exercises

- **Facts about Media Violence**
- **Electronic Media in the Lives of Children**
- **What Families Can Do**
- **House Hippo (YouTube)**



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Positive Discipline

Sample of Exercises

- Parenting Styles
- “Very Strict” and “Very Permissive” Activity
- Children Learn by Observing and Imitating
- Beyonce Baby (YouTube)



Program Evaluation Methodology

- Outcomes of the *Promotores* Training were evaluated using a one-group repeated measures design (pre- and post-workshop evaluation consisting of both quantitative and qualitative data).
- The *Promotores* Training Curriculum was the eight-week *ACT Parents Raising Safe Kids (PRSK)* taught in Spanish.

Assessment of Trainers' Readiness to Perform Elements of the ACT Training for Promotores

How prepared are you to:	Participant Ratings				Mean	S.D.
	Very Unprepared			Very Prepared		
a. Present information on child development	1	2	3	4	Pre: 2.5 Post: 3.6	0.7 0.5
b. Present information on the development of aggressive behavior	1	2	3	4	Pre: 2.5 Post: 3.7	0.6 0.5
c. Present information on the consequences of early violence	1	2	3	4	Pre: 2.3 Post: 3.7	0.9 0.6
d. Present information on anger management	1	2	3	4	Pre: 2.4 Post: 3.7	0.9 0.5
e. Present information on techniques for positive ways to resolve conflicts	1	2	3	4	Pre: 2.6 Post: 3.6	0.9 0.5
f. Present information on positive methods for disciplining children	1	2	3	4	Pre: 2.6 Post: 3.6	0.8 0.5
g. Present information on media literacy related to violence	1	2	3	4	Pre: 2.7 Post: 3.8	0.8 0.4
h. Work with diverse groups of adults	1	2	3	4	Pre: 2.6 Post: 3.3	1.1 0.5
i. Work with persons who disagree with information you are presenting	1	2	3	4	Pre: 2.4 Post: 3.3	1.0 0.6
j. Work with others in the community to prevent early violence	1	2	3	4	Pre: 2.5 Post: 3.8	1.0 0.4

Likelihood of Implementing Elements of the ACT Training in the Next 12 Months for Promotores

How likely is it that you will:	Participant Ratings				Mean	S.D.
	Very Likely			Very Unlikely		
a. Share information about the ACT Program on an informal basis	4 ♦	3	2	1	3.9	0.4
b. Make a brief presentation on the ACT Program at my workplace	4 ♦	3	2	1	3.5	0.6
c. Make a brief presentation on the ACT Program in my community (not workplace)	4 ♦	3	2	1	3.5	0.7
d. Conduct a formal training on the ACT Program similar to what I have just received	4	♦ 3	2	1	3.2	0.7
e. Integrate ACT materials into existing programs in my workplace	4 ♦	3	2	1	3.5	0.7
f. Conduct the ACT parent 8-week program	4	♦ 3	2	1	3.3	0.7

Agreement or Disagreement with Elements of the ACT Training for Promotores

Regarding the ACT Training:	Participant Ratings					Mean	S.D.
	Agree Strongly	4	Neither	3	Disagree Strongly		
a. The instructors were very knowledgeable about early violence prevention	5♦	4	3	2	1	4.9	0.4
b. The instructors were responsive to questions from participants	5♦	4	3	2	1	4.9	0.4
c. There were adequate opportunities for discussion among participants	5♦	4	3	2	1	4.9	0.4
d. The discussion among participants contributed greatly to the training	5♦	4	3	2	1	4.9	0.4
e. There were adequate opportunities for networking among participants	5♦	4	3	2	1	4.9	0.4
f. The training materials were highly relevant to early violence prevention	5♦	4	3	2	1	4.9	0.4
g. The use of audiovisuals and PowerPoint enhanced the workshop	5♦	4	3	2	1	4.9	0.4
h. The small group work was very effective as a training activity	5♦	4	3	2	1	4.9	0.4
i. In general, the training was very effective	5♦	4	3	2	1	4.9	0.4



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Promotores Participant Comments



This program is a good way to inform parents with good techniques. We will help many families and, of course, many children
-- Promotore / Community Health Promoter

I praise you for bringing this training to us and to the Spanish speaking community. I am sure that this seed you have planted will flourish soon. Thanks from my heart.

-- Promotore / Community Health Promoter



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Raising Safe Kids Participant Testimonials



“Class for me was very helpful. I enjoyed every one of them. I got a lot from listening to other people and how they did their children. I was aware of differences before, but being in the class with them and hearing it was really good.”

— Finis, Father of 3 children under age 11.



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Raising Safe Kids Participant Testimonials



“I think this will help me if I bring my grandchildren from Africa – help me to take good care of them. Thank you for bringing this here.”

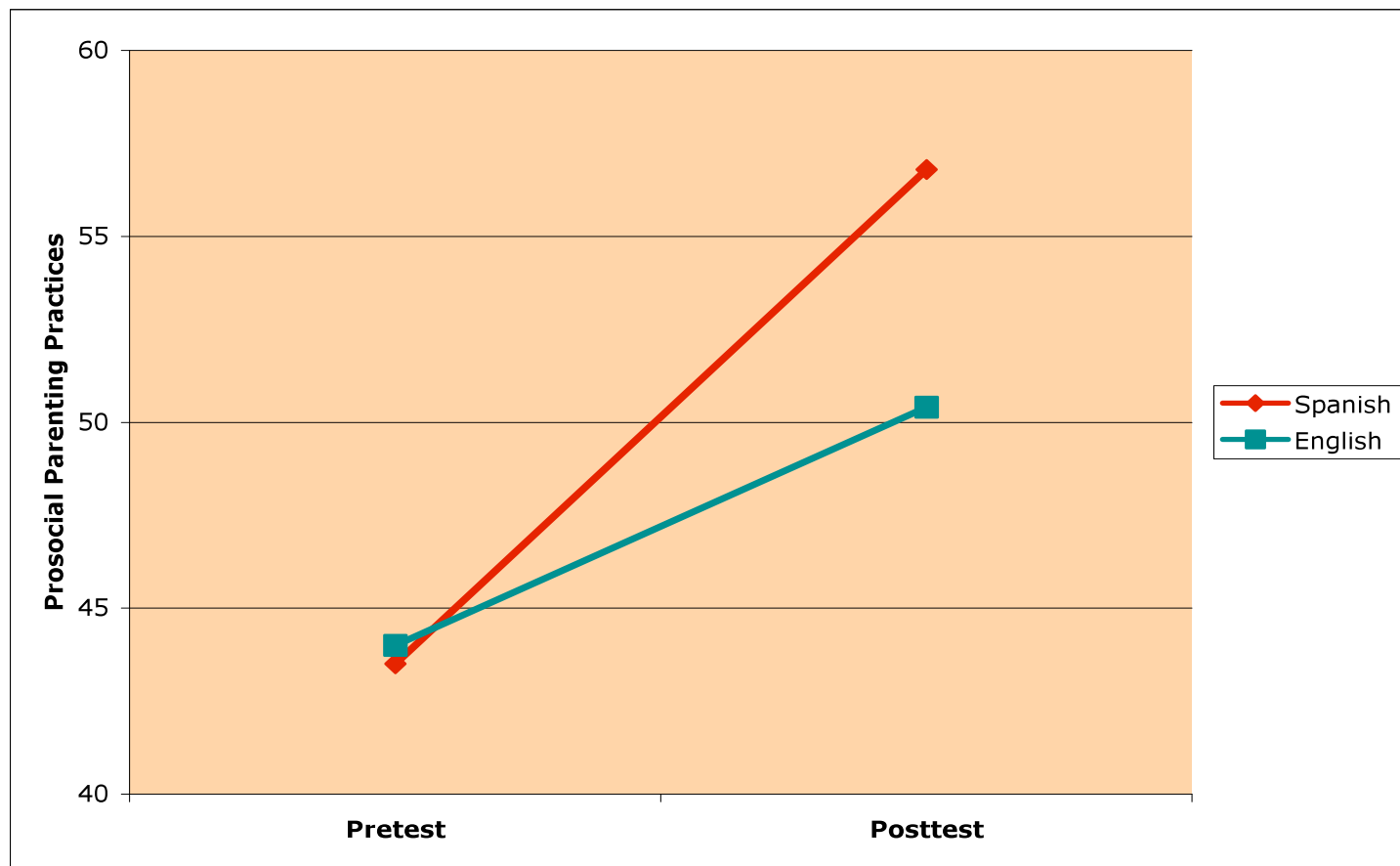
— Enoch, Community Elder

“When I first came to this class I thought my children were misbehaving to make my life more difficult. Now that I know it is normal for children to misbehave because they are learning how to understand the world, how to relate to others and don’t behave like adults, it is easier for me to calm down and teach them how they should behave.”

— Father, and past program participant

Prosocial Parenting Practices

Pre- and Post-Test Means by Language of Participation





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Why Get Involved?



A

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Offering *Parents Raising Safe Kids* Can Help an Agency to:

- Increase educational programming for existing clients.
- Fulfill mandates for specialized programming / for specific populations (i.e. court mandated violence-prevention training).
- Attract new clients, who may request other services.



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Offering *PRSK* Can Help an Agency to:

- Generate new revenue streams through participant fees and/or grant funding.
- Train staff in specialized topics such as:
 - stages of child development
 - conflict resolution interventions
 - models of anger management
 - social problem-solving skills
 - media literacy to protect children



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Offering *PRSK* Can Help a School to:

- **Become a community leader and demonstrate its commitment to children and families.**
- **Raise community awareness about violence-prevention.**
- **Create a safe school environment that supports children's learning.**
- **Prepare teachers and parents to be more involved in children's lives in healthy ways that promote academic success.**



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Offering *PRSK* Can Help a School to:

- **Develop shared standards and language among teachers and parents for how discipline is understood and applied.**
- **Encourage good behavior with consistent discipline approaches at home and at school.**
- **Provide a practical and fun education / enrichment opportunity for parents, teachers, staff and community members.**



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Offering *RSK* Can Help a Business to:

- **Improve employee performance through:**
 - **Greater ability to self-manage anger**
 - **Reduced interpersonal stress and conflict**
 - **More confidence & skill in balancing work and family life**
 - **Improved family relationships at home, making for happier, more effective employees on the job**
 - **Less time missed from work**
- **Enhance, promote or support positive values about families and child safety.**



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Offering *PRSK* Can Help a Business to:

- Create a bridge for employees between work life and family life – particularly if partners and spouses attend.
- Expand its educational offerings for staff with a convenient, on-site learning opportunity.
- Enhance its public image and community relations by sponsoring *PRSK* in local, underserved neighborhoods.



A

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Offering *PRSK* Can Help a Church or Community Organization to:

- **Provide a powerful educational resource to members facing issues of family violence.**
- **Bring members together for a shared learning experience in a secure, comfortable and familiar setting, where they already belong and feel accepted.**
- **Reach families that might not otherwise seek help.**
- **Expand program offerings, build skills and capacities of participants and potentially grow the membership.**



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***PRSK* Program Partners Have Included:**

- **Mental Health Agencies**
- **Community Counseling Centers**
- **First 5 Programs**
- **Head Start Programs**
- **Elementary Schools**
- **Adult Education Departments**
- **Churches**
- **Community Centers**
- **Jails**



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More Information

www.jfku.edu/act

<http://actagainstviolence.apa.org/>



Summary and Conclusions

**Your Questions
and
Comments**



References

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Ruth A. Rodriguez, MA
Director, Monument Community
First 5 Center -- Concord, CA
Lead Trainer, ACT Program
John F. Kennedy University
100 Ellinwood Way, Suite N260
Pleasant Hill, CA 94523
Email: rdr2ru@aol.com

Della Combs, MA, LMFT
Western Regional Director
ACT Program
College of Graduate and
Professional Studies
John F. Kennedy University
100 Ellinwood Way, Suite N260
Pleasant Hill, CA 94523
Email: dcombs@jfkku.edu

Herbert Z. Wong, Ph.D.
Professor and Research Director
Counseling Psychology Program
College of Graduate and
Professional Studies
John F. Kennedy University
100 Ellinwood Way, Suite N260
Pleasant Hill, CA 94523
Email: hzwong@jfkku.edu