



# Learning Objectives

- *Name five skills/activities that families can use to improve their overall relationship*
- *Identify the reason these skills/activities will improve the parent/child relationship*
- *Identify the case manager's role in these skills/activities*



# About Strengthening Families Program (SFP)

- Developed by Dr. Karol Kumpfer
- Evidence-based
- Internationally recognized parenting and youth life-skills training program designed to reduce youth alcohol and drug use
- Classes are for parents and children to attend, with separate parent and youth classes for the first hour and a combined parent-youth practice session for the second hour
- SFP parenting and youth life-skills training has also been found to reduce the risk factors for other negative youth outcomes, including depression and delinquency.





# About Strengthening Families Program (SFP)

- SFP began in 1982 on a four-year prevention research grant funded by the National Institute on Drug Abuse (NIDA).
  - The goal was to discover which parenting skills were necessary for drug-abusing parents to keep their children from following their path and becoming addicted to alcohol or drugs.
  - SFP was initially tested with clients in community mental health outpatient drug treatment and methadone maintenance centers.
- SFP skills training was also found to help the universal family improve parenting skills, reduce parenting stresses and family conflict, build happy family relationships, and serve as a powerful prevention tool against youth delinquency, depression, and drug use.
- SFP is suitable and effective for all families – not just those who are at risk.

# Cultural Adaptations

- Core component of SFP fidelity
- Late '80s/early '90s, SFP: used successfully in more culturally specific versions for African-American, Latino, American-Indian, and Pacific Islander families.
- Funded by the Center for Substance Abuse Prevention (CSAP), these culturally-specific adaptations were independently evaluated.
- These culturally-specific adaptations replicated with minor variations the positive results of the original family program *but did not improve on them*. However, recruitment and retention were improved by 40% on average by the culturally adapted versions, whether thorough or superficial
- It was discovered that what mattered to families was that their cultural identity was recognized, acknowledged, and respected.
- In 2001, the developers recast SFP in a single multi-ethnic, culturally *sensitive* rather than culturally *specific* format. However, the *delivery* of SFP is *always* meant to be culturally specific, a charge which in training is explicitly laid upon Family Coaches. No one can know the families as well as their Family Coaches.
- This shift in focus became essential with the development of additional age variants of SFP

# Intervention Theories used in Development of SFP

- Family therapists observed that children's problems were rooted in the way parents dealt with or treated their children.
- Teaching parents to use positive reinforcement (attention, praise) for wanted behaviors and ignoring unwanted behaviors were developed into highly effective clinical methods by Gerald Patterson at the University of Oregon. His cognitive behavioral change theories or skills training methods (Patterson & Banks, 1989) developed to reduce psychopathology in children and families became the basis of most effective parenting and family skills training interventions.
- Family-focused interventions proved to be particularly effective in reducing behavioral health disorders, drug use, and intermediate-risk factors.
  - conduct disorders, aggression, and family conflict
  - improve protective factors such as social competencies, peer resistance skills, family bonding, school performance, and family organization and cohesion

# LESSONS in SFP

- There are 10 SFP lessons plus an introduction lesson
- In-person SFP classes begin with a meal
  - Classes normally last 2 hours (not including the meal.)
  - After dinner, families separate into a 1-hour Parent class, a Teen class, and a Child class taught by trained SFP Family Coaches.
  - Children younger than six years old go to a babysitting class to be tended or learn the same simplified skills.
  - During the second hour, parents and youth rejoin in a "Family Practice Session" to practice their skills in their respective classes.



# Introduction Lesson: The Happy Family – Health Brain Connection

## Parents learn about My Time

- Time that parents spend individually with each child
- Doing an activity that the child chooses
- One-on-one play for 10-15 minutes daily

## Child/Teen

- Focus on the power they have over their own brain development
- Learn mindfulness

## Overall Lesson:

- Automatic Negative Thoughts (ANTs) – dismissing these and learning emotional regulation



# Lesson 1: Look for & Compliment the Good Daily

- Parent Lesson
  - Best way to change behavior is through praising the good, ignoring minor annoying behavior
  - “Reinforcing Compliments”
    - Sincere
    - Specific
    - Reinforces good behavior
  - 4:1 ratio – four good compliments to one negative
- Child/Teen Lesson
  - Look for and compliment the good in others
  - Avoid criticizing family members
  - Receive the compliment graciously

## Lesson 2: Good Communication and Fun Family Meetings

### Parent Lesson

- Use LUV listening
  - Listen, Understand, Validate
  - Respectful “I-Messages”
  - Be assertive instead of aggressive or passive
- Communication Boulders
  - Yelling, Swearing, criticizing, put-downs

### Child/Teen Lesson

- Use LUV listening
- Learn to use “I-Messages”
- Learn what a communication boulder is

# Lesson 3: Rules, Rewards, Responsibilities

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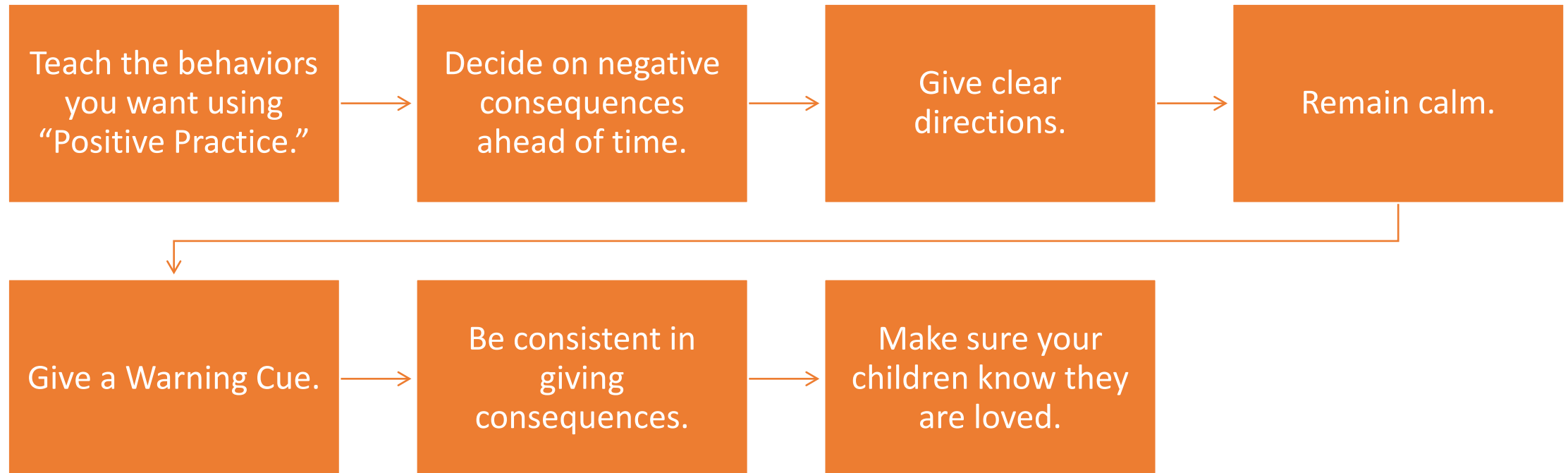
## Parent Lesson:

- Importance of Rules
  - Write ideas for family rules
- Rewards are the most effective means of changing kids' behaviors
  - Social rewards (praise) are the best kind
- Reward system
  - Time on an ipad or video games
- Chore Charts

## Children/Teens:

- Learn why family rules are important
- List rules they think are needed
- Identify rewards

# Lesson 4: 7 Steps of Positive Discipline



# Lesson 4 (cont.):

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## EFFECTIVE NEGATIVE CONSEQUENCES ARE:

1. **Mild:** Doesn't cause physical or emotional harm
2. **Kind:** Doesn't involve anger, yelling, humiliation, or threats
3. **Logical:** Results logically from the misbehavior
4. **Instructive:** Involves practicing the missing skill
5. **Understood:** Agreed upon beforehand
6. **Simple** to give and track (ex. "Chore Jar" and "Tracking Sheet")
7. **Consistent:** Negative behavior results in negative consequence
8. **Loving:** Followed by a sincere expression of love
9. **Safe:** Never violates a child's basic human rights to food, shelter, emotional and physical safety, love, or education

## DRAWBACKS TO PUNISHMENT INCLUDE:

1. **Fear and resentment:** Kids won't like or respect you, making it hard for them to obey you or accept your values
2. **Two-faced behavior:** Kids only behave when you're around
3. **Imitation:** Children hurt others (including you when they're grown)
4. **Low self-esteem:** Children think parents don't love them
5. **Hard to control:** Kids build up tolerance to pain; parents escalate and become abusive
6. **Ineffective:** Usually fails to produce lasting change
7. **Insecure attachment:** Failure to bond with parents; negatively affects future relationships
8. **Harsh physical consequences** lowers a child's IQ

Lesson  
5: Problem  
Solving,  
Win-Win  
Negotiation,  
and Thinking  
Ahead to Stay  
Out of Trouble

- 7 Steps of Problem solving:
  - Identify the problem
  - Brainstorm Solutions
  - Evaluate Solutions
  - Choose the best solution
  - Develop a plan
  - Implement the solution
  - Evaluate the Outcome

# Lesson 6: Stress & Anger Management Skills

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01

LEARN HOW TO  
IDENTIFY CAUSES OF  
STRESS IN THEIR  
LIVES AND WAYS TO  
REDUCE IT

02

USING  
MINDFULNESS  
BREATHING TO  
TRIGGER A  
RELAXATION  
RESPONSE

03

LEARN HOW  
UNCONTROLLED  
ANGER DAMAGES  
RELATIONSHIPS

# Lesson 7: Contracts and Goals to Change Behavior

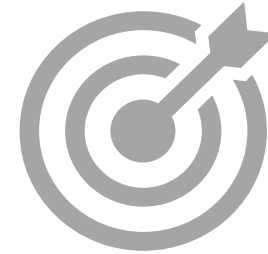
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## Parents:

Learn to hold Pleasant Personal Conferences with each child

- Set goals
- Monitor emotional well-being
- Identify things child can improve upon with their behavior



## Child/Teen

Identify goals and dreams

Make VERY TINY achievable goals to work on

Positive Criticism

- Say what they like about the person and ask question before giving suggestions
- Learn how to accept criticism without becoming offended or upset



# Lesson 8: How Alcohol and Drugs Hijack the Teen Brain

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## PARENT TIP

### MONITOR ASKING THE 5 Ws

1. Where are you going?
2. Who are you going with?
3. What will you be doing?
4. When will you return?
5. Will there be alcohol there?

## HOW TO

### SAY NO USING THE 5 Cs

1. Caution: Ask questions before saying "yes."
2. Cool it: Call negative behavior as it is.
3. Change plan: Suggest a better idea.
4. Catch you later: Leave if they insist.
5. Call me: Invite to join you if they change their minds.

## HOW TO

### PLAN FUN ALCOHOL-FREE

1. Decide as friends to party alcohol-free.
2. Make long category lists of fun things to do—things that cost money, things that are low or no cost, inside fun, and outside fun.
3. Weekly choose an activity; plan and do it.
4. Have plenty of good food and no alcoholic drinks.
5. Permit pleasant parent monitoring.

## HOW TO

### STOP DRINKING

1. Value your brain; make a firm decision to stop drinking.
2. Find ways to cope with withdrawals.
3. Tell your parents and friends and ask for their support.
4. Plan no-alcohol fun. Avoid drinking places and people; they will trigger a relapse.
5. "Mind-switch." Think of something else powerful and good if you are tempted to drink or do drugs.

# Lesson 9: Choosing Good Friends & Monitoring Activities

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## Monitor these 7 things

1. Friends
2. Activities
3. Emotional well-being
4. Substance use
5. Online use
6. Risk for sexual abuse
7. Bullying

## Use these skills

- Trust but verify
- Use the 5 Ws
- Make sure activities are alcohol- and drug-free
- Set a curfew
- Practice the 5 Cs often with your child
- Involve friends' parents
- Have pleasant personal chats; ask if they are happy
- Teach about boundaries and consent


## THE 5 Ws OF MONITORING:


1. **Where** are you going?
2. **Who** are you going with?
3. **What** will you be doing?
4. **When** will you return?
5. **Will** there be alcohol or drugs there?





## Lesson 10: Values, Traditions, Service

- Discuss the importance of fun family traditions and happy family rituals to create family bonding.
  - Identify their most important values
  - Giving service to others in the community
  - Being thankful for the benefits society provides to them
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Overall  
Themes to  
SFP Lessons

Communication Skills

Problem-Solving Skills

Stress Management

Positive Parenting

Child development Knowledge

Health Relationships

Self-Care

Access to Resources

Goal Setting

Resilience Building

# Presenter Contact Information

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