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A Pilot Study of Perceived Behavior Change in Families
Who Were Assigned to Participate in the *Strengthening Families Program* DVD
in Diversion Programs within Bannock County, Idaho

by
Brooke Pollard-Taylor

A thesis
submitted in partial fulfillment
of the requirements for the degree of
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To the Graduate Faculty:

The members of the committee appointed to examine the thesis of Brooke Pollard-Taylor
find it satisfactory and recommend that it be accepted.

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April 3, 2014

Brooke Taylor
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RE: Your application dated 3/31/2014 regarding study number 4068: Evaluation of Families Participating in the Strengthening Families Program DVD in the Diversion Programs within Bannock County, Idaho

Dear Ms. Taylor:

I have received and reviewed your application for the study listed above. This study qualifies as a program assessment and does not fall under a HSC research category. Therefore, HSC approval is not required to conduct your study. Thank you for keeping the committee informed.

Sincerely,

Ralph Baergen, PhD, MPH, CIP
Human Subjects Chair

Acknowledgments

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Jake Taylor, Brenda & Don Pollard, Elizabeth Fore, Monica Mispireta, Karol Kumpfer, Jaynie Brown, Judge Bryan Murray, Matt Olsen, Todd Mauger, and Kent Hobbs.

Table of Contents

List of Tables.....	vii
Abstract.....	viii
Chapter I: Introduction.....	1
Problem Identified.....	2
Significance and Purpose of Study.....	5
Chapter II: Literature Review.....	8
Juvenile Delinquency.....	8
Juvenile Justice Diversion Programs.....	11
Interventions to Increase Family Skills.....	15
Chapter III: Methodology.....	26
Description of the Strengthening Families Program (SFP).....	26
Study Participants.....	29
Data Collection.....	31
Data Analysis.....	34
Chapter IV: Results	35
Chapter V: Discussion.....	48
Limitations.....	51
Further Research.....	54
References.....	57
Appendix.....	64

List of Tables

Table 1: Characteristics of Study Participants.....	36
Table 2: Risk Factors for Delinquency Among Study Participants.....	38
Table 3: Perceived Positive Parental Skills Among Study Participants.....	40
Table 4: Perceived Negative Parental Skill Among Study Participants.....	41
Table 5: Perceived Child's Positive Behaviors Among Study Participants.....	43
Table 6: Perceived Child's Negative Behaviors Among Study Participants.....	44
Table 7: Association Between Lesson Completion & Delinquency Risk Factors	45
Table 8: Association Between Lesson Completion / Household Characteristics	46
Table 9: Association Between Lesson Completion & Behavior Scores.....	46

Abstract

Negative parent-child relationships and poor parental skills have been identified as significant risk factors for criminal behavior in youth. Many juveniles end up displaying inappropriate behaviors which get them involved with the juvenile justice courts or the school discipline review board. Diversion programs are designed to get these families in touch with supportive people or programs which can assist them. However, many families run into barriers of transportation issues, lack of child-care for young children, or non-flexible work schedules. This study evaluated the newly developed *Strengthening Families Program* (SFP) take-home DVD to see if the families would complete the program and whether the intervention was effective in helping them learn to deal with behavior issues. Pre- and post-test surveys results were compared. Preliminary data found that the SFP DVD does help to decrease delinquency behaviors in children and increase positive/appropriate behaviors in children.

Chapter I: Introduction

The United States (U.S.) Census Bureau reported that there are nearly 74 million Americans under the age of 18 (2012). This means that an average of one out of every four people in the U.S. is considered a juvenile. The juvenile population is expected to grow at a faster rate than the adult population in the coming decades (U.S. Census, 2012). Between 2015 and 2025, the population of persons under age 18 is expected to increase by 5% whereas the adult population is only expected to increase by 1% (U.S. Census, 2012).

Due to the dramatic change in the family structure in the U.S. over the past couple of decades, the rise in the juvenile population should be of concern for our nation. Parents work longer hours and hold several jobs in order to pay all of their bills which results in less supervision provided to children and less involvement with the children's school and activities. Children who experience poor supervision, inconsistent discipline, and lack of involvement by parents have a higher chance of having conduct disorders and becoming juvenile delinquents (Dutton, 2000; Frick et al., 1992, as cited in Saulter, 2010).

The rise in divorces and unplanned pregnancies are causing an increase in single-parent homes and blended families. These family characteristics can also lead to an increase in juvenile delinquency due to the high number of people in the household, inconsistent parenting, lack of supervision, and the absence of close relationships with parents (Murry, Williams, & Salekin, 2006). The

increase in technology (computers, phones, video gaming, social-media) have led to a decrease in forming personal connections with others. Lipsey and Derzon (1998) state that negative parent-child relationships and poor parental skills have been identified as significant risk factors for criminal behavior in youth (as cited in Latimer, 2001, p.238).

There is a significant increase of poverty, drugs, gangs, abuse, neglect, and social disconnect in our society today that is greater than ever before (Ramirez, 2008). These negative aspects of our society have increased the prevalence of juvenile delinquency among the youth in our nation. With an increase in our nation's juvenile population expected to be five times the rate of the adult population, finding ways to prevent juvenile delinquency should be a main concern and focus for our nation and our local communities.

Problem Identified

National juvenile justice statistics. According to the Office of Juvenile Justice and Delinquency Prevention (OJJDP), by the time a youth reaches 18 years of age, they have a 25% chance of entering the juvenile justice system (2012). Many of those juveniles will continue along these criminal pathways and will also become criminal offenders as adults. Studies show that at least 30% of adults who are incarcerated for felony charges were also in the juvenile justice system (Criminal Neglect, 2004). Thus, with an imminent increase in the youth population in the near future, it is vital that our nation, communities, and

individual families develop and implement preventative measures that will help to decrease the crimes being committed by our nation's juveniles.

Establishing effective ways to prevent juvenile crime should be of great concern for public safety and is important in controlling expenses for communities. Currently, there are over four million jailed and supervised criminals in the U.S., which costs our nation an estimated 40 billion dollars every year (Zagar, 2013). The expense of building new jails and maintaining old ones takes up to 30% of our governments' budget (Zagar, 2013). This diverts precious resources from going to other places where it could be used more productively, such as, preventative programming, after-school activities, and educational opportunities for youth and their families to help keep them out of the juvenile justice system.

The OJJDP reports that juvenile justice courts deal with more than 1.6 million delinquency cases every year (2012). Over the past 25 years, juveniles have been involved in 25% of all violent crimes committed in the nation (OJJDP, 2012). Specifically, for the state of Idaho, the 2010 U.S. Census reported that there were over 186,000 youth in Idaho between the ages of 10-17 years old in Idaho; almost 14,000 of Idaho's youth received criminal charges which were brought to the juvenile court (Harringfield, 2013). This means that each year over 13% of Idaho's youth ages 10-17 years old are receiving criminal charges. On any given day, Idaho's juvenile justice departments are supervising between 5,000

and 8,000 juveniles who have been ordered to be on probation (Harringfield, 2013; IDJC, 2006).

Local juvenile justice statistics. This juvenile justice court statistics is for the whole state of Idaho, however, Bannock County shows a similarly alarming crime rate. Over the past five years, Bannock County data shows that there were approximately 1,100-1,500 new juvenile charges heard in the Juvenile Justice court each year. In 2012, of the 1,100 new charges that went to court, 353 families, or 32.1%, were ordered to complete a diversion program, and 247 families, or 21.5%, were placed on probation (Bannock County, 2013). The remaining new charges are usually dismissed (meaning the juvenile is not found guilty of the crime or the crime may be dropped due to a plea deal by the prosecutor) or conditionally dismissed by the prosecutor and judge, where the family has restored the wrong (sometimes through monetary reimbursement), or has made a promise to comply with recommendations in order for the charges to be dismissed (see Appendix A).

In addition to Bannock County's juvenile justice system setting up diversion programs to deal with youth delinquency, the local school district has also organized a system in order to deal with delinquent youth in the school setting. Currently within Bannock County, Idaho, Pocatello/Chubbuck School District #25 has a District Disciplinary Review Committee (DDRC) that consists of school personnel who meet with students and their families to try to get the

student back on track within the school setting. Often times the DDRC is used as a way to address the seriousness of the child's school issues, provide the family with recommendations for services in the community, and/or instill consequences or contracts for the juvenile to follow once back at school.

The DDRC works with the student and family to encourage more appropriate behaviors from the student in order to prevent the student from causing more serious behavior problems at school, being expelled from the school, or possibly dropping out of school. It is important to keep kids in school as much as possible because when children are not in school they are more likely to be unsupervised, participate in more delinquent behaviors, and become a bigger risk to the community. The juvenile justice system has a good relationship with the DDRC and collaborates with them frequently regarding students in order to decrease delinquent behaviors at school that can lead to increased juvenile justice problems.

In 2012 the Bannock County Juvenile Justice (BCJJ) court system worked to ensure the accountability of offenders in the following ways: 1) mandating that restitution (replacement of items damaged or monetary payment to victims) be taken care of as ordered (BCJJ reports an 81% completion rate); 2) having juveniles provide community service to local residents (BCJJ reported nearly 19,000 community service hours were completed); and 3) providing skill development programs to strengthen the families connectedness, increase the

parent's abilities, and decrease the juveniles delinquency (Bannock County, 2013). The Bannock County Juvenile Justice Department continually searches for new, evidenced-based, intervention programs to offer to families. Effective preventative programming and family interventions are an identified need as families struggle with delinquent children.

Significance and Purpose of the Study

Researchers introduced The Bannock County Juvenile Justice (BCJJ) department to an evidence-based program developed by Dr. Karol Kumpfer, the *Strengthening Families Program* (SFP). This program is conducted in a clinical setting in which parents and their children attend the class together. The parents and children are separated into different classrooms to learn specific material and then are brought together to role-play and practice the material. While this program originally was created as a classroom style learning environment, recently, Dr. Kumpfer converted the SFP program into a DVD format for families to complete at home using either their home computer or a DVD player.

Researchers approached the Bannock County Juvenile Justice Department and School District #25 in order to have their agencies offer the SFP DVD to families within their diversion programs who they feel would benefit from the program. This DVD program will not replace any other services- it will be an additional family educational program that can be assigned through the court system or offered by the school district's discipline review committee.

The purpose of this pilot study is to evaluate family delinquency risks and protective factors and perceived behavioral change from those who participated in the *Strengthening Families Program* (SFP) DVD through diversion programs in Bannock County, Idaho. The specific aims of the study will be to evaluate the following:

1. To compare the survey respondent's perceived behavioral differences of their own behaviors and their child's behaviors before and after participation in the SFP DVD program.
2. To identify delinquency risk factors that may influence families' completion of the SFP DVD program.

Chapter II: Literature Review

Juvenile Delinquency

Definition. The Office of Juvenile Justice and Delinquency Prevention (OJJDP) classifies juvenile delinquency crimes into three groups: 1) violent crimes, which involve murder, rape, robbery, and aggravated assault; 2) property crimes, which involve burglary, larceny-theft, vehicle-theft, and arson; and 3) other crimes, which include vandalism, battery, drug charges, driving offenses, weapons violations, drunkenness, disorderly conduct, and loitering (2012). An additional category of charges is called Status Offenses; where the juvenile is charged with a criminal act that would not be considered a crime if the juvenile was an adult. These include breaking curfew, truancy, running away from home, being beyond parental control, and smoking cigarettes (M. Olsen, personal communication, August 1, 2013).

Levels of offenders. There are many avenues that the juvenile could take once they enter into the juvenile justice system. One of the worst outcomes for a juvenile is that s/he becomes in the top 5% of criminal juvenile offenders, where the parental support is minimal, the crimes become more serious, and s/he becomes a risk to the community (Zagar, 2013). Much of the research that has been done in the juvenile justice system has focused on the more serious criminal offenders, the juveniles who continue to re-offend, end up incarcerated, or are placed on probation. One such study was conducted by Zagar in which the top

5% most at-risk teenagers in the juvenile justice system were targeted to determine the effectiveness of interventions in increasing the success of these juveniles. Zagar found that when these youth were given employment opportunities, anger management classes, and mentoring by positive adults, the juvenile justice system saw a decrease in homicides by 32%, shootings by 46%, and assaults by 77% (2013). This is an example of how preventative measures and providing opportunities for youth can work to decrease criminal activity.

Another direction which could be taken is that juvenile delinquents and their families take advantage of the services that the juvenile justice system can provide, such as drug treatment, counseling, skill development, educational programming, and case management. These services may be offered directly through the juvenile justice department or by referral to another agency. When a low-risk youth enters the juvenile justice system the court may be dealing with a ‘troubled’ teenager or a youth who is ‘at-risk’ to become delinquent. It is possible that if the parents of at-risk youth provide supervision, guidance, and skill building to their children, the troubled youth’s behavior may not increase (Dutton, 2000; Frick et al., 1992, as cited in Saulter, 2010).

In order to determine the most appropriate plan of action or consequence, it is important for the court personnel to differentiate between normal and abnormal adolescent behavior. Some specific characteristics that classify a juvenile as ‘troubled’ rather than just a ‘typical’ juvenile who is misbehaving

include one or more of the following behaviors: appearance change that accompanies school problems, extreme weight gain or loss, truancy, destruction of property, violence at school or home, escalated and chronic arguments and defiance at home, rapid changes in personality, problems with sleep, alcohol or drug use is habitual, and having friends who encourage negative behaviors (Robinson & Segal, 2013). In order to help troubled youth and juvenile delinquents, community members need to find ways to provide preventative programming while increasing knowledge of protective factors in the home.

Factors associated with delinquency. Protective factors are conditions that lessen the likelihood that children become delinquent. Some protective factors which have been identified include the child having a willingness to please adults, good social skills, an affiliation with a club or group, safe neighborhood, positive friends, the presence of an adult at home to monitor and supervise, good relationship with parents to discuss issues, economic resources to be able to participate in activities, and parents and children spending bonding time together (Hawkins, et al., 2000; Juvenile Justice, 2012).

Risk factors that contribute to juvenile delinquency include unsafe neighborhood, criminal parents or siblings, poverty, single parent home, divorce or high marital conflict, drug use in the home, lack of involvement in an organization, poor school grades or dropping out of school, associating with deviant peers, limited prosocial peer involvement, few rules in the household,

frequent moving, low parent-child communication or involvement, and inadequate parental support, discipline or guidance (Becker, Hogue, & Liddle, 2002; Hawkins, et al., 2000; Juvenile Justice, 2012).

Juvenile Justice Diversion Programs

Helping parents, youth, and communities in finding ways to increase protective factors and decrease risk factors is a large part of the juvenile justice system. In many instances, when a youth first enters into the system they are placed in a diversion program so that the court can assess the needs of the family and assist them in receiving services to increase protective factors and decrease risk factors.

When a juvenile ends up in the juvenile justice system with a criminal charge, if it is the youth's first time as an offender, the court may recommend the youth participate in a diversion program. The court process for Bannock County, Idaho's juvenile justice cases can be seen in Appendix A. A diversion program is where the juvenile is able to have their criminal charge 'diverted' from becoming part of their criminal record if they successfully complete certain requirements such as participating in a program, avoiding certain people and/or situations, and providing restitution to victims.

Diversion programs are important in the juvenile justice system because they require less supervision and direct contact, preserving resources of staff and facilities. Enrolling a family in a diversion program helps to identify the families

who may be struggling to handle a troubled youth, and parents who are in need of skill building for the family versus the families who will need more support and direct contact with the court or a probation officer. Within Bannock County, Idaho there are four different court-ordered diversion programs for juveniles and their families. The diversion program that is chosen for the family is based on the nature of the crime and the setting in which it takes place.

Status offender program. The Status Offender Program is for youth who have criminal charges which would not be crimes if committed as an adult, such as runaway, truancy, beyond parental control, tobacco, and curfew. In 2012, Bannock County's juvenile judge ordered 50 families to this program (Bannock County, 2013). These families meet with a diversion officer and developed a case plan for working on issues that are occurring at home and within the family. Several families are referred to other services such as individual or family counseling, substance abuse treatment, or completion of family educational programs to increase their ability to succeed.

Truancy court program. The Truancy Court Program is for the families of youth who have a high rate of absences from school. In 2012, Bannock County's juvenile judge ordered 168 families to this program (Bannock County, 2013). These families see the judge on a regular basis to report on attendance, grades, and behaviors. All families who are referred to Truancy Court are also ordered to complete a family educational program known as the *Families in*

Action Program. This six-week program is taught at the juvenile justice office and focuses on teaching skills to the youth and their parents.

Youth court program. The Youth Court Program had 135 families ordered to this program by Bannock County's juvenile judge in 2012 (Bannock County, 2013). This program is for youth who have received their first misdemeanor charge and will be given a 'second chance.' In Youth Court, the juvenile offender and their family is questioned by a trained youth panel that is overseen by a law enforcement officer and a diversion officer. This youth panel decides on a consequence for the juvenile based on the crime that was committed and the perceived needs of the family. This could include family educational programs, restitution to victims, apology letters, community service, family counseling, participating in an event, or other things that the youth panel deems important for the juvenile and family.

District discipline review committee. The final diversion program in Bannock County is done at the school district level when a juvenile has committed an egregious act on school property that could potentially warrant a criminal charge. In such an instance, the school is mandated by their policies and procedures to have the juvenile and their family report to the school district's District Discipline Review Committee (DDRC) for consequences. The members on the DDRC consist of school administrators, counselors, teachers, and school

district personnel who listen to the juvenile and family discuss the events that brought the juvenile in front of the DDRC.

All juveniles that receive criminal charges by the police, while they are on school grounds, will be sent to the DDRC. However, not all juveniles who are sent to the DDRC will receive criminal charges. Often times the DDRC is used to address the seriousness of the issues, identify problem areas that the family needs help with at school, provide the family with recommendations for services in the community, and/or instill consequences or contracts for the juvenile to follow once back at school.

Communities Providing Programming

Communities should strive to find ways to provide families with the information, education, and guidance that may be lacking. These resources could greatly assist the family in building more protective factors which may strengthen their family, while decreasing risk factors that lead to children's delinquency. Providing prevention programs and interventions that focus on strengthening parental skills and family relationships are very important to decreasing youth's criminal and delinquent behaviors.

Many times when there are delinquency prevention programs and skill development classes available within a community, many parents do not know where to obtain this information or they may not be able to access the services due to barriers the family faces (Allison, Edmonds, Wilson, Pope, & Farrell,

2011). There have been various approaches which have attempted to provide programming to families who deal with troubled children. The goal of the programming focuses on parents becoming more actively engaged with their children, increasing the structure of the home, and decreasing bad behaviors of children. These types of programs have been implemented in various settings throughout a child's life. Organizations, schools, and research have studied programming when done through clinical settings (such as a counselor's office), school settings, and the home environment.

Important issues for communities to consider when establishing a program are the barriers which the targeted families face. Barriers such as transportation and work schedules could greatly hinder a parent's level of attendance and involvement. The level of success could also be influenced by the environment in which the programming occurs. Much research has been done to look at the different barriers and successes experienced when conducting programming in the clinic, the schools, and the home.

Interventions to Increase Family Skills

Programs conducted in clinical settings. McArthur and Thomson (2011) developed a program aimed at strengthening and supporting families by providing a case management service along with leading group meetings. Twenty-six families that were experiencing parenting issues participated in this study. Families met with a case manager who organized group meetings which

included the family members and professionals from government and non-government services. Between four and six meetings per family took place over several months. Meetings were designed to help the family become more successful in parenting difficult children and empowered by setting goals and establishing plans of action. In between meetings, the case manager would communicate regularly with the family providing support and information as needed.

At the conclusion of the meetings, seventeen parents within the twenty-six families were interviewed to provide their perceptions on the effectiveness of the case management and group meetings in improving parenting skills and feeling more empowered in their roles as a parent (McArthur & Thomson, 2011). The study stated that in general, parents found case management and family meetings helpful. A significant limitation of this study is the small number of participants that were used for the study. Also, almost half of the parents reported in the interview that they were still having very difficult experiences in their lives and within their families (McArthur & Thomson, 2011). Thus, a limitation could be that only the parents perceptions of improved parenting and feeling empowered were studied instead of measuring the decrease in their number of family problems or their children's negative/delinquent behaviors at home.

Caldwell, Horne, Davidson, and Quinn (2007) conducted a study with 181 families who attended a ten-week intervention, known as the *Family*

Solutions Program (FSP). The goal of the study was that by attending this program, the parents would experience stress reduction in their lives due to having learned positive skills to use at home. Study participants were first time juvenile offenders and their families who were referred through the juvenile court system. Classes focused on group cohesion, family skill building, communication, parenting development, decision making, and conflict resolution strategies. At study completion, parents reported that their family's communication level increased due to attending the program (Caldwell et al., 2007). Despite the lack of improvement in stress levels among parents following the completion of the course, there was a significant decrease of stress at a three-month follow up (Caldwell et al., 2007). Because all of the parents who experienced decreased stress at follow up also had children who had completed their court requirements, it is possible that the stress reduction is a consequence of their children being released from the legal system and not from the intervention itself (Caldwell et al., 2007). Also, several of the families failed to attend the class as scheduled, and thus, were not successful in completing the program. This could have been due to specific life barriers that the family was facing which were not addressed. Lastly, the researchers only asked survey information to the parents in regards to stress reduction and did not ask any questions related to their children's behavior, change within the family cohesion, or parenting skills which may have been gained from participating in the program.

Quinn and Dyke (2004) conducted a study using the same intervention, the *Family Solution Program* (FSP), but assessed additional behavior change components and skills gained from the families who completed the program. The participants were from the juvenile justice departments from two different counties. One county did not implement FSP and so participants from this county were the comparison group. Participants in the comparison group (n=107) were first-time juvenile offenders who received the regular protocol from the judge, which was being placed on probation. The other group was from an adjoining county where the juvenile judge ordered all first-time offenders to complete the FSP as part of their court requirements; 360 participants made up this intervention group. The study was focused primarily on preventing re-offending.

Results indicated that youth in the *Family Solution Program* (FSP) intervention group had a 20% re-offend rate; youth who dropped out of the FSP program had a 37% re-offend rate; and youth placed on probation in the comparison group had a 55% re-offend rate (Quinn & Dyke, 2004). While these results support FSP as effective, it is important to acknowledge the number of juvenile re-offenses which are unreported, undiscovered, or unsupported by evidence. Lipsey (1988), states that as little as 3% of juvenile delinquency acts are actually brought to the juvenile justice system for prosecution (as cited in Quinn & Dyke, 2004, p. 194). Supporters of the FSP claim that the program assists the family by increasing problem solving skills, increasing parental

supervision, improving school functioning, strengthening family cohesion, and getting families more involved in the community (Quinn & Dyke, 2004).

Limitations for this study are that the study was not a randomized trial as participants were assigned into the comparison or intervention group based on the county in which they lived. Also, this study only focused on the court representation of whether youth re-offended in the juvenile justice system and not whether behaviors at home and in the community were also affected. Additional information to more fully evaluate the effectiveness of the program would include asking families if they felt that participation in the intervention or comparison group strengthened their family lives at home, if the youth were getting into less trouble at school, or if the youth had better school achievement. It would also be beneficial to know the reasons that families failed to successfully complete the program and what barriers they encountered. This is important because if these barriers can be reduced, the families may be more likely to successfully complete the program, and the youth's chance of re-offending would decrease.

Programs conducted in school settings. Stormshak and Dishion (2009) tried to provide support and information to families while reducing barriers by conducting a study where trained counselors would provide interventions at the children's schools. The study consisted of a school-based intervention approach in which administrators and teachers enrolled high-risk families into a program and a counselor at the school called and visited with the parents throughout the

intervention period. The counselor's goal was to help the parents with motivation, supervision, problem solving, and other parental roles. The study found that the families who higher risk needed more communication time with the counselor, an average of six hours; whereas the lower risk families took only about one hour of the counselor's total time (Stormshak & Dishion, 2009).

There are several limitations with this study including the possibility that the counselor would have time limitations and would not be available to the families at the times needed or recommended due to other school duties that they would have to perform. Also, there was no incentive for the families to participate so many families may not have utilized the counselor due to the lack of desire, trust, or knowledge. Lastly, there was not specific information describing what pre-determined conditions were being used by the administrators to place families into the designated high or low risk groups.

Another study conducted by Koffman et al. (2009) recognized that families have barriers which prevent parents from participating in interventions. Thus, their study developed a program which was done with children at the school in order to reduce barriers and increase participation in the program. This intervention was carried out at a school in Los Angeles where school administrators, attorneys, Child Protection Agency workers, and juvenile courts chose the children who would be involved in the intervention; 387 families agreed to participate in the study. The youth participated in an 18-week program at the

school with law enforcement officers and teachers where they learned to follow rules, increase their empowerment, and display leadership skills. The results showed that the number of days that these youth were suspended from school decreased by 50% (Koffman et al., 2009).

This school intervention program was viewed by the community as one of the most effective deterrents initiated to combat students' negative behaviors (Koffman et al., 2009). The parents of the youth who were involved in this intervention were also supposed to take part in an 18-week parenting program. However, researchers ran into obstacles as most of the parents did not attend the parenting program stating reasons of transportation issues and time constraints (Koffman et al., 2009).

There are many programs which have been implemented at schools and offices within a community that may be effective interventions, but many researchers do not have the participation rates and information needed due to the barriers that families encounter which are difficult for them to overcome. Many families encounter challenges such as limited transportation, few opportunities during the workweek for appointments, financial limitations, and limited child care options (Becker, Hogue & Liddle, 2002; Dembo, Gullledge, Robinson, & Winters, 2011).

Programs conducted in home settings. A study was conducted by Thompson, Bender, Lantry, and Flynn (2007) that implemented family supports

within the home. In this study the families were randomly assigned either to a control or to an intervention group that would each receive weekly family-group counseling for twelve weeks. The control group participated in the standard family-group counseling that occurred at the therapists' clinic. The intervention group consisted of forty families who were provided with strength-based family therapy along with engagement activities that were delivered in the family's home. A convenience sample of nineteen families from the intervention group was recruited three months after completion of the twelve family sessions. The families were asked to complete qualitative, follow-up interviews about their experiences which focused on engagement and cohesiveness with the therapist.

Interview results indicate that the in-home services helped the family feel more comfortable and the engagement activities were effective in helping with feeling stronger connections with their therapist and more closeness between family members (Thompson et al., 2007). Limitations of the study are that they did not interview the control group families to determine if they felt similar in regards to closeness with the family and connected with their therapist. The study also did not report on whether the family-group therapy helped to diminish any behaviors in either setting or if it was effective for reducing barriers or strengthening protective factors within the family other than family bonding.

Another study that reported good results providing services in-home to families was conducted by Springer, Wright, and McCall (1997). In this study,

fifty-two families volunteered to have a facilitator go into their home to work on family bonding. The facilitator began each session allowing the family to choose what they wanted to focus on during the session with most sessions revolving around cohesiveness and fun. Thus, at the end of the program families did show statistically significant growth in family bonding (Springer et al., 1997).

However, the families showed no statistically significant growth in the other identified areas regarding family interaction, family supervision, or children's substance use attitudes (Springer et al., 1997). The biggest limitation to this study is that families were able to dictate and determine the layout and focus of the sessions instead of having specific goals and lessons to learn and discuss. Using a more defined program and a more skilled facilitator may have brought about better results for the family and the study.

Dembo, Dudell, Livingston, and Schmeidler, (2001) reported that the most effective programs are those that are delivered within the home by trained staff and that address strengthening families and reducing negative behaviors as being the most effective way help families. These researchers discuss a program called *Family Empowerment Intervention* which trains a paraprofessional to go into families homes to provide family-group intervention services. The researchers state that using a counselor to provide this service within the home costs approximately \$6000 per family, whereas training a paraprofessional to do the job dropped the cost down to \$1500 per family (Dembo et al., 2001). While this is a

big savings for the community, it is still very costly and other options should be pursued to assess if there is a more cost effective approach to providing interventions to families in order to prevent or decrease juvenile delinquency.

Effective Family-Based Approaches

Although researchers have identified in-home programs delivered by trained professionals as the most effective prevention programs, the cost is often prohibitive. Thus, alternate delivery methods that address barriers to family participation and focus on strengthening family bonds and reducing negative/delinquent behaviors must be identified.

Many prevention programs assume that parents and other caregivers possess the required skills, attitude, and knowledge to encourage the development of prosocial behavior, positive skills, and good choices in youth. However, many families lack the necessary skills and resources that are essential to provide these important protective factors to their children (Reese, Vera, Simon, & Ikeda, 2000). There are numerous interventions that have been reviewed and found to be effective in strengthening a family's protective factors while reducing a youth's delinquency.

Kumpfer, Alvarado, and Whiteside (2003) claimed that there are four family-based approaches that have demonstrated the highest level of effectiveness in reducing behavioral and emotional problems in youth. These intervention approaches include the following: 1) behavioral or cognitive-behavioral parent

training, 2) family skills training--including training the parent and children, plus having a 'family-practice-time' together, 3) family therapy--whether structural, functional, or behavioral, and 4) in-home family support (Kumpfer et al., 2003).

Thus, the most effective way to develop a prevention plan would be to incorporate the four intervention approaches as described by Dr. Kumpfer (Kumpfer et al., 2003). Kumpfer addressed these issues in her evidence-based program, *Strengthening Families Program* (SFP), which is a family skills training program found to significantly reduce delinquency and behavior problems in youth, decrease child maltreatment in families, teach parents more effective skills, and strengthen parent-child bonds (Kumpfer, n.d.; Kumpfer et al., 2003, Kumpfer & Summerhays, 2006).

In 2011 the newest version of the Strengthening Families Program (SFP) became available where the program is now offered on DVD, making it one program that addresses family barriers while teaching vital family skills. A DVD format allows the families to be able to choose the day of the week and time of day that is the most convenient for them to complete the program at home. By having the SFP offered on DVD, families will not have to find child care for other children and there will not be the extra burden of transportation on the family. The SFP DVD may be a good approach to addressing two of the largest reported family barriers, transportation and scheduling, while providing valuable skills and information to the family in a cost-effective manner.

Chapter III: Methodology

The specific design of this pilot study was a pretest-posttest experimental study. The purpose of this study was to evaluate family delinquency risks and perceived behavioral change from those who participated in the *Strengthening Families Program* (SFP) DVD through a diversion program in Bannock County, Idaho. The specific aims of the study were to evaluate the following:

1. To compare the survey participant's perceived behavioral differences of their own behaviors and their child's behaviors before and after participating in the SFP DVD program.
2. To identify delinquency risk factors that may influence families' completion of the SFP DVD program.

Many families are able to identify barriers which keep them from successfully completing a program conducted within a clinic or at the school. Thus, the results of this study could be used to identify whether providing some families with an at-home, educational, evidence-based DVD program will be successful in decreasing barriers and allowing for successful completion of a family skills program.

Description of the Strengthening Families Program (SFP)

Development of SFP. The SFP is an evidence-based, family skills program which was found to reduce youth's problem behaviors, delinquency, and substance use while increasing social competencies. The SFP has been developed

into specific programs aimed to target children at different ages. It was originally developed in 1983 as a fourteen-session in-office program for families; in the 1990s it was transformed into two different seven-session programs, one for very young youth and another course developed for high-risk youth. Recently, in 2011, another need was identified and the program developed a ten-session at-home DVD program aimed at youth ages 8-16. The goals of SFP are to reduce risk factors for problem behaviors while increasing family relationships, parenting skills, and positive social abilities and life skills of the youth (Kumpfer, n.d).

Goal of SFP. The SFP DVD teaches youth skills such as good communication, responsible behavior, handling peer pressure, setting goals, and dealing with stress and emotions. The parenting skills taught by the SFP DVD consist of rule setting, nurturing, applying appropriate discipline, and monitoring compliance. Originally, SFP was a parenting and family skills training program that consisted of the family learning a weekly skill which was taught to kids and parents individually and then practiced together (Kumpfer, n.d). With the development of the take home DVD program of SFP, the family is still expected to use the same learning style, but the information is given together. At various times during the lesson the family is instructed to pause the DVD to complete an assignment or practice a skill set they were just taught. The same information is presented to the family, however, now the family is able to complete the program in the comfort of their own home.

Outline of SFP DVD. Families were able to choose any day or night during the week that works best for all family members to be able to watch the SFP DVD. The SFP DVD was designed to be appropriate for family members of all ages, and family groups of all shapes and sizes. Each DVD lesson is thirty minutes long. The weekly family worksheet assignments were expected to take about ninety minutes to complete. A longer amount of time is needed if the family is larger or as the family engages in more discussions during the activities. Thus, each week it was expected for the family to be spending approximately two hours together to watch the thirty minute SFP DVD lesson and complete the weekly family assignments.

Administration of SFP DVD. For the families assigned to complete the SFP DVD through Bannock County Juvenile Justice, these families were provided with a copy of the SFP DVD along with a binder containing worksheets of weekly assignments to complete. The SFP DVD worksheet binders were prepared in advance so that they could be distributed to the families immediately upon receiving a copy of the SFP DVD. The worksheet binder consisted of an outline of the lessons on the first page followed by each lesson's worksheet assignments which were separated by tab dividers. The family was informed of the requirements of the SFP DVD program which included watching one lesson weekly and completing the worksheet assignments that corresponded to that week's lesson.

The Principal Investigator (PI) had families fill out paper copy surveys prior to starting the SFP DVD program (see Appendix C). The PI had the same survey respondent complete a paper survey between 12-15 weeks after they were given the SFP DVD program. The post survey omitted the questions regarding characteristics and risk factors and only asked the questions regarding parent and child behaviors. One additional question was added to the post survey which asked respondents, “How many of the Strengthening Family Program DVD lessons have you been able to complete?” The families were counted as having successfully completed the program if they had at least 7 of the 10 weekly worksheet assignments done.

Study Participants

Due to the nature of this study, non-probability sampling of participants was used based on the criteria that the participants must have been assigned to complete the SFP-DVD through a diversion program in Bannock County, Idaho from April 1, 2014 to October 31, 2014. There were several situations which brought juveniles to a diversion program. Juveniles could have been sent to the juvenile justice system by the local police due to committing a juvenile crime or a juvenile may have ended up in front of the school’s District Discipline Review Committee (DDRC) due to issues that happened on school property. Whether the juvenile remained in the juvenile justice system on diversion or not was determined by the court process (Appendix A).

Before appearing before the judge or the DDRC, the Diversion Officer or the School District's Behavior Intervention Specialist (BIS) interviewed the juvenile and the family. They asked about current and past problems, issues at home and school, and discussed any other concerns that the family had. If the family was utilizing current services (i.e. counseling), it was less likely that the family was recommended to the SFP DVD.

In the Juvenile Justice system, the judge ordered certain families to complete the program based on the information presented in court. Within the School District's DDRC, the BIS recommended to the committee whether the juvenile and the family would benefit from completing the SFP DVD program. These were the two different ways that families were assigned to complete the SFP DVD program. Each of the families who were given the SFP DVD program through one of the diversion programs had the opportunity to be a part of this study. Whether the families choose to participate in the study or decline participation did not affect their standing with the diversion program.

In this pilot study, 42 families were assigned to the SFP DVD intervention over the 7 month time period. Of these 42 families, 20 agreed to participate in the study (47.6%) and completed the pre-test survey. Sixteen of the participants (80%) were able to be contacted and completed the post-test survey. Data from the 4 respondents who did not complete a post-test survey were not used in calculating the parent and child behavioral data sections.

Data Collection

Procedures. The Principal Investigator (PI) trained two administrators to provide families with the materials and surveys-- one at the School District and one at the Juvenile Justice Department. These administrators were the people, in addition to the PI, who were able to provide families with the SFP DVD materials. The administrators read an outline to the families who had agreed to participate in the study (see Appendix B). The administrators provided the respondents with the consent forms, pre and post surveys, and incentives as per the given directions.

The top page of each survey had the families' identifying information and a randomly assigned number. The random number was also listed on each page of the survey so that once the top page of the survey was removed no identifiable information was included with survey responses. After the respondents completed the survey, the administrators detached the top paper of the survey from the rest of the survey packet. The administrators then placed the survey into a sealed envelope and placed it into a manila folder inside of a locked filing cabinet. The top paper of the surveys, which included the respondents' personal information, were placed in a sealed envelope, inside of a manila folder and stored in a separate locked cabinet within the facility. The administrators then gave the respondents each a \$5 incentive for their participation in the study (one

incentive was given for each pre and post survey at the time of survey completion).

Instrument. The survey (see Appendix C) was given to all study participants. The survey was filled out by the person representing the juvenile, a parental figure to the child. The behavioral questions were only answered by the adult respondent, not the child themselves.

In order to compare the total scores for each section, scale scores were calculated for each group of questions. Household characteristics consisted of 11 questions which asked about demographics of the parent and child, number of people in the home, income, employment status, and child involvement. Questions relating to this section were primarily a ‘choose all that apply’ or ‘circle the best answer’. The respondents’ scores were calculated to show the percentages and means for each of the different household characteristics.

Risk factors of delinquency consisted of 16 questions asking the parent about transportation problems, medical issues, external system involvements, work schedule, child electronic time, parent/child bonding, and supervision. A Likert-scale scoring of 1= “almost never” to a score of 5= “almost always” was used on these questions. The individual scores were summed to determine a group mean for all questions in this section.

Parental behaviors consisted of 19 questions related to positive parenting skills and 6 questions of negative parenting skills. Child behavior questions

consisted of 16 questions regarding the child's positive/appropriate behaviors and 15 questions about the child's negative/delinquent behaviors. A Likert-scale scoring of 1= "almost never" to a score of 5= "almost always" was used for these questions. Each of these four groups of behavioral questions (positive parenting skills, negative parenting skills, positive/appropriate child behavior, negative/delinquent child behavior) were each calculated separately based on their group. Each group's individual scores were summed to determine a mean group score of all questions in each behavioral group.

Ethical Considerations. Before conducting the study, the researchers received permission from: the Bannock County Juvenile Justice Executive Director, Juvenile Judge of the State of Idaho 6th District Court, Pocatello/Chubbuck School District #25 Behavior Intervention Specialist (BIS), the School District #25's Director of Curriculum, and Idaho State University's Human Subjects Committee. All study methods were reviewed and approved by Idaho State University's Institutional Review Board before data collection began.

After receiving approval from all parties above, a presentation was given to the Juvenile Justice Diversion Officers, the BIS of the School District, the Bannock County Youth Court Panel, and the Juvenile Courts Community Action Panel. The focus of the presentation was to introduce the SFP DVD, explain the reason for the study, express need for participants, and to answer any questions regarding the program.

Data Analysis

The analytical sample for this analysis was 20 respondents for the characteristics and delinquency risks sections and 16 respondents for the parent and child behaviors sections. The characteristics section on the survey had response options that were ‘choose all that apply’ or ‘choose the best answer’. All of the other sections on the survey used a Likert-type scale to measure responses, coded as 1=almost never, 2=not much, 3=sometimes, 4=a lot, 5=almost always. Responses from the pre- and post-test surveys were compared to assess the change in perceived difference in the parent and child behaviors after their participation in the SFP DVD. Each individual question’s mean was mathematically calculated using Microsoft Excel.

Researchers used Stata 12 to perform Wilcoxon signed-rank test in order to assess differences in the pre- and post- survey data from each respondent’s individual survey questions. The researchers used two-grouped t-test analysis to compare differences in the pre- and post-test mean scores for each of the parent and child behavioral categorical sections. Researchers also used this same analysis to determine statistical significance in whether any delinquency risk factors or parent/child behavior outcomes in the pre-test survey correlated to whether or not the family completed the program.

Chapter IV: Results

This pilot study was an evaluation on the delinquency risk factors and perceived behavior change of families who were assigned to complete the Strengthening Families Program DVD. Twenty families agreed to participate in the study and answer a pre-test survey asking questions about their household, their parenting behaviors, and their child's behaviors. Between three to four months after the pre-test survey, the families were contacted again and asked to take a post-test survey that addressed the same questions regarding their parenting behaviors and their child's behaviors. Sixteen of the respondents were able to be contacted and completed the post-test survey. Pre-test and post-test scores were compared in order to assess the perceived behavioral change in the parents and children after the program intervention. The household characteristics information was also used to identify whether there was an association between socio-demographic factors and completion of the SFP DVD program.

Characteristics of study participants. The survey respondents were primarily Caucasian, 89%, and most were the mother of the study juvenile, 75%. The gender of the juveniles who were assigned to complete the SFP DVD program was primarily male, 65%. The survey juveniles ranged in age between 10 and 18 years old with a mean age of 14.4. Forty-five percent of the study juveniles were involved in some type of extra-curricular activity, specifically 25%

were involved in sports, 20% had a job, and 20% were involved in faith based activities (see Table 1).

The home environment of many of the survey families was representative of families who could be identified as low socio-economic status. The number of children at home was between 1 and 3 with a mean of 2.2. The number of adults living at home was between 1 and 3 with a mean of 1.9. The highest attained parental education was primarily high school diploma or GED, 60%. Of the study respondents, 65% of them were working full time, and when looking at all adults living in the home, 55% of the families had two adults at home who were working. The combined household income for 70% of the families was less than \$40,000 (see Table 1).

The researchers identified families as having completed the program if they completed at least seven of the ten lessons in the SFP DVD. There were 68.8% families who reported that they had completed the program (n=11), five families reported completing less than seven lessons, two families completed three lessons or fewer, and four families were not able to be contacted (Table 1).

Table 1: Characteristics of Study Participants (n=20)

Characteristics	Mean \pm SD	% (n)	Median (Range)
Age of juvenile in diversion program	14.4 \pm 1.8		14 (10, 18)
Gender			
Male		65 (13)	
Female		35 (7)	
Number of children living at home	2.2 \pm 0.7	2.0 (1, 3)	
Ethnicity			

American Indian		5 (1)
Pacific Islander		5 (1)
White		89 (17)
Relation of survey person to juvenile		
Mother		75 (15)
Father		15 (3)
Significant other of parent		5 (1)
Relative		5 (1)
Number of adults living at home	1.9 ± 0.7	2.0 (1, 3)
Activities juvenile is involved in		
Any type of activity		4 (9)
Sports at school or city level		25 (5)
Club at school or city level		10 (2)
Attend faith organization		20 (4)
Sessions with counselor or mentor		10 (2)
Has a job		20 (4)
Highest attained parental education		
Some high school		15 (3)
High school diploma or GED		60 (12)
Some college – Associate's degree		25 (5)
Number of adults employed at home		
None		15 (3)
1 person		30 (6)
2 people		55 (11)
Employment status of person taking survey		
Not employed or homemaker		20 (4)
Employed part time		10 (2)
Employed full time		65 (13)
Household income		
\$19,999 or less		35 (7)
\$20,000 to \$39,999		35 (7)
\$40,000 to 59,999		20 (4)
\$60,000 or more		10 (2)
Number of completed SFP-DVD lessons		
0-3		12.5 (2)
4-6		18.7 (3)
7+		68.8 (11)

Delinquency risk factors. Survey respondents were asked to rate delinquency risk factors on a Likert-scale with a score of 1= “almost never” to a score of 5= “almost always”. Results in Table 2 are displayed as means, with

higher scores indicating a higher frequency of delinquency risk factors.

Respondents were asked whether external systems were involved with their family, such as crime, homelessness, child protection, and the legal system.

Participants primarily rated that there was almost never external systems involved in their family. Several of the risk factor questions centered around issues which are primarily associated with low socio-economic status, such as having an unsafe neighborhood, parents working in evenings, transportation issues, more medical issues, frequent moving, and less supervision for children. The range of means at baseline for delinquency risks were from 1.1 to 2.2, except for the highest risk reported which was the parent having a work schedule after 5pm ($\bar{x}=2.8$).

Survey results showed that many of the families had parents who sometimes worked after 5pm on school days and that 65% of juveniles care for themselves on school evenings. For risk factors associated to relationships with parents, 50% of juveniles had lost a parent through death or divorce, 65% of the juveniles spend 4 or more hours on electronics on school days and 55% spend 4 or more hours on electronics on weekend days (see Table 2).

Table 2: Risk Factors for Delinquency Among Study Participants (n=20)

Risk Factors of Delinquency	Mean \pm SD or % (n)	Median (Range)
Parent relationship causes problems at home*	2.2 \pm 1.0	2.5 (1, 4)
Neighborhood is unsafe*	1.5 \pm 0.5	1.0 (1, 2)
Parent has work schedule after 5pm weekdays*	2.8 \pm 1.2	2.5 (1, 5)
Transportation issues*	1.6 \pm 0.7	1.0 (1, 3)
Family member's medical condition limits	1.5 \pm 0.6	1.0 (1, 3)

schedule*		
Criminal issues or homelessness over past year*	1.2 ± 0.7	1.0 (1, 4)
Child protection has been involved over past year*	1.1 ± 0.2	1.0 (1, 2)
Legal system involved for adults in home in past year*	1.3 ± 0.6	1.0 (1, 3)
Legal system involved for children in home past year*	1.5 ± 0.7	1.0 (1, 3)
Parent spends 2+ hours/week bonding with child*	4.0 ± 1.0	4.0 (1, 5)
Child spends 4+ hours on electronics on school days	65 (17)	
Child spends 4+ hours on electronics weekend days	55 (11)	
Child has moved 2+ times in past 3 years	26.3 (5)	
Supervision, kids care for self on school evenings	65 (13)	
Supervision, kids care for self on weekends	35 (7)	
Child had loss of parent through death or divorce	50 (10)	

*Likert scale, scored as: 1=almost never; 2=not much; 3=sometimes; 4=a lot; 5=almost always.

Positive parental skills. Many of the respondents rated their own positive parental behaviors as high on both pre- and post- intervention questionnaires with mean scores of 3.0 on all questions except the amount of time outs given (see Table 3). The higher the rating on the Likert-scale the more frequent the positive parenting skills. The highest ratings were received on questions at baseline that asked if the parents let their child know they care ($\bar{x}=4.5$) and that they have clear rules about alcohol and drugs ($\bar{x}=4.5$). The lowest ratings were at both pre- and post-test for questions that asked about the use of time-outs with a means of 2.0 and 2.4 respectively. The next lowest score was on the post-test question asking if the parents know their child's friends ($\bar{x}=2.8$). (See Table 2).

A couple of individual questions in which the mean responses increased statistically from the pre-test to post-test survey ($p<0.05$). These were questions

asking if the parent follows through with reasonable consequences ($p=.01$) and the parent rewards with praise and privileges ($p=.03$). The p-value for these questions showed a positive increase over time in parents' follow through of consequences and providing rewards (see Table 3).

Table 3: Perceived Positive Parental Skills Among Study Participants (n = 16)

Positive Parental Skills	Pre-test*		Post-test*		P-value ¹
	Mean \pm SD	Median (Range)	Mean \pm SD	Median (Range)	
Praise child's good behaviors	4.4 \pm 0.8	4.5 (3, 5)	4.4 \pm 0.6	4.5 (3, 5)	0.99
Use clear directions	3.8 \pm 1.2	4.0 (1, 5)	3.8 \pm 1.1	4.0 (1, 5)	0.23
Child helps with chores	4.0 \pm 1.0	4.0 (2, 5)	4.0 \pm 1.0	4.0 (1, 5)	0.65
Family talks or meetings	3.1 \pm 1.3	3.0 (1, 5)	3.2 \pm 1.0	3.5 (1, 5)	0.32
Go over schedules/chores	3.3 \pm 1.3	3.0 (1, 5)	3.5 \pm 1.4	4.0 (1, 5)	0.37
Let child know I care	4.5 \pm 0.7	5.0 (3, 5)	4.4 \pm 0.8	5.0 (3, 5)	0.16
Loving toward child	4.3 \pm 0.6	4.0 (3, 5)	4.4 \pm 0.8	5.0 (3, 5)	0.99
Enjoy time with child	4.4 \pm 0.8	5.0 (3, 5)	4.3 \pm 0.9	5.0 (2, 5)	0.56
Follow through with consequences	3.0 \pm 1.2	3.0 (1, 5)	3.8 \pm 1.1	4.0 (1, 5)	0.01
Reward with praise/privileges	3.3 \pm 1.1	4.0 (1, 5)	3.6 \pm 1.1	4.0 (2, 5)	0.03
Know where child is/ who with	4.1 \pm 0.7	4.0 (3, 5)	4.2 \pm 0.8	4.0 (3, 5)	0.93
Talk to child about feelings	3.8 \pm 0.9	4.0 (2, 5)	4.0 \pm 0.9	4.0 (2, 5)	0.05
Appropriate consequences	3.7 \pm 1.0	4.0 (2, 5)	4.0 \pm 0.9	4.0 (1, 5)	0.06
Clear rules about alcohol/drugs	4.5 \pm 1.0	5.0 (2, 5)	4.4 \pm 0.7	5.0 (3, 5)	0.71
Use time outs with child	2.0 \pm 0.9	2.0 (1, 3)	2.4 \pm 1.1	3.0 (1, 4)	0.005
Talk with child about drug negatives	4.1 \pm 1.1	4.5 (2, 5)	4.3 \pm 0.8	4.5 (3, 5)	0.57
Talk about dangers of alcohol	4.2 \pm 0.9	4.5 (2, 5)	4.3 \pm 0.8	4.0 (3, 5)	0.90
Ensure child not near drugs/alcohol	4.1 \pm 1.0	4.0 (2, 5)	4.1 \pm 1.0	4.0 (2, 5)	0.93
Knows parents of child's friends	3.0 \pm 1.4	3.0 (1, 5)	2.8 \pm 0.9	3.0 (1, 5)	0.68
Collective Score of the Positive Parental Skills²	3.8 \pm 0.5		3.9 \pm 0.6		0.40

*Likert scale, scored as: 1=almost never; 2=not much; 3=sometimes; 4=a lot; 5=almost always.

¹ P-values were calculated using Wilcoxon matched-pairs signed-ranks tests.

² Scores were compared using paired t-tests.

Negative parental skills. Respondents were also asked questions regarding parental skills which have been categorized as negative parental skills. They reported negative behaviors within a mean range of 1.3 to 3.3. The higher

the rating on the Likert-scale the more frequent the negative parental skills. The most commonly reported negative behavior at baseline was that parents yell or shout at their child ($\bar{x}=3.3$). The behavior that was reported the lowest was whether parents used physical punishment on their child ($\bar{x}=1.3$). Researchers compared the pre- and post-survey scores in an attempt to determine if the parental negative skill decreased after participation in the SFP DVD intervention. It was found that none of the individual questions in this group of behavioral questions, nor the difference in the mean scores for this group, were found to decrease significantly (see Table 4).

Table 4: Perceived Negative Parental Skill Among Study Participants (n=16)

Negative Parental Skill	Pre-test*		Post-test*		P-value ¹
	Mean \pm SD	Median (Range)	Mean \pm SD	Median (Range)	
Physical punishment on child	1.3 \pm 0.6	1 (1, 3)	1.4 \pm 0.7	1 (1, 3)	0.16
Yell or shout at child	3.3 \pm 0.9	3 (2, 5)	3.1 \pm 0.7	3 (2, 4)	0.10
Family often insults or yells	2.7 \pm 1.2	2 (1, 5)	2.6 \pm 1.1	2 (1, 5)	0.38
Family has serious arguments	2.3 \pm 1.0	2 (1, 5)	2.3 \pm 1.1	2 (1, 4)	0.73
Family has reoccurring arguments	2.6 \pm 1.0	2 (1, 5)	2.6 \pm 1.1	2 (1, 5)	0.74
Fight a lot in family	2.0 \pm 0.9	2 (1, 4)	2.2 \pm 1.1	2 (1, 5)	0.26
Collective Score of the Negative Parental Skill²	2.4 \pm 0.8		2.4 \pm 0.8		0.99

*Likert scale, scored as: 1=almost never; 2=not much; 3=sometimes; 4=a lot; 5=almost always.

¹ P-values were calculated using Wilcoxon matched-pairs signed-ranks tests.

² Scores were compared using paired t-tests.

Child's positive/appropriate behaviors. The questions relating to the child's behaviors were also rated using the same Likert scale (higher the rating, higher the appropriate behaviors) and were answered by the child's parental figure. Parents reported generally positive/appropriate behaviors at baseline for

their child with a mean range of 3.0 to 4.0 except for two questions. On both the pre- and post-test surveys, two questions received lower mean scores than the others questions. These questions were whether the child follows directions from a school authority (pre-test $\bar{x}=1.7$, post-test $\bar{x}=2.5$) and if they connect with safe people (pre-test $\bar{x}=2.4$, post-test $\bar{x}=2.9$).

Over the allotted time of the intervention until the post-test, there were several responses which were found to increase enough from the pre-test to be statistically significant ($p<0.05$). These were that the child uses good coping skills for stress ($p=0.01$), child knows how to control anger ($p=0.005$), child talks about feelings ($p=0.002$), child follows directions from person in charge at school ($p=0.001$), and that the child connects with safe people ($p=0.01$). The difference in the collective group mean for the child positive/appropriate behaviors was also found to be statistically significant as there was a general increase in the overall post-test scores from the pre-test scores ($p=0.002$). (See Table 5).

Table 5: Perceived Child's Positive Behaviors Among Study Participants (n=16)

Child's Positive/Appropriate Behaviors	Pre-test*		Post-test*		P-value ¹
	Mean \pm SD	Median (Range)	Mean \pm SD	Median (Range)	
Happy most of the time	3.4 \pm 0.5	3.0 (3, 4)	3.7 \pm 0.6	4.0 (3, 5)	0.10
Helps others	4.0 \pm 0.9	4.0 (3, 5)	3.9 \pm 0.9	4.0 (2, 5)	0.38
Able to express feelings	3.1 \pm 0.9	3.0 (1, 5)	3.3 \pm 0.9	3.5 (1, 4)	0.16
Resolves conflicts appropriately	3.6 \pm 0.9	4.0 (2, 5)	3.6 \pm 0.9	4.0 (2, 5)	0.32
Is polite	4.2 \pm 1.0	5.0 (2, 5)	4.3 \pm 0.7	4.0 (3, 5)	0.96
Deals with stress appropriately	3.2 \pm 0.8	3.0 (2, 5)	3.6 \pm 0.6	4.0 (3, 5)	0.01
Stays out of trouble	3.6 \pm 1.2	4.0 (1, 5)	3.6 \pm 1.1	4.0 (1, 5)	0.32
Controls anger	3.1 \pm 0.7	3.0 (2, 4)	3.6 \pm 0.7	4.0 (2, 5)	0.005
Talks about feelings	3.0 \pm 0.7	3.0 (1, 4)	3.6 \pm 0.7	4.0 (2, 5)	0.002
Follows school authority	1.7 \pm 1.1	1.0 (1, 5)	2.5 \pm 1.1	2.5 (1, 5)	0.001
Connects with safe people	2.4 \pm 1.0	2.5 (1, 5)	2.9 \pm 0.8	3.0 (2, 5)	0.01
Able to make/keep friends	3.6 \pm 1.1	3.5 (1, 5)	3.8 \pm 1.0	4.0 (2, 5)	0.10
Follows house rules	3.8 \pm 0.9	4.0 (2, 5)	3.9 \pm 0.8	4.0 (2, 5)	0.71
Follows home authority	3.5 \pm 1.1	4.0 (1, 5)	3.6 \pm 1.2	4.0 (1, 5)	0.18
Talks to parents about issues	3.0 \pm 1.2	3.0 (1, 5)	3.1 \pm 0.8	2.5 (2, 4)	0.28
Avoids unsafe situations	3.3 \pm 0.7	3.0 (2, 4)	2.9 \pm 0.7	3.0 (1, 4)	0.06
Collective Score of the Child Positive Behaviors²	3.2 \pm 0.5		3.5 \pm 0.5		0.002

*Likert scale, scored as: 1=almost never; 2=not much; 3=sometimes; 4=a lot; 5=almost always.

¹ P-values were calculated using Wilcoxon matched-pairs signed-ranks tests.

² Scores were compared using paired t-tests.

Child's negative/delinquent behaviors. Researchers next looked at the respondents' answers to the child's negative/delinquent behaviors. In this set of data, the higher the score the more frequently the child engaged in negative/delinquent behaviors. With the exception of the child losing their temper (\bar{x} =3.9) and starting fights at school (\bar{x} =3.5), all of the questions related to the child's negative/delinquent behaviors received mean average scores ranging from 1.2 to 2.9.

Over the course of the allotted intervention time, there were several negative/delinquent child behavior questions that decreased from pre- to post-test

and were found to be statistically significant ($p<0.05$). The questions that showed significant decreases in behaviors were child argued with adults ($p=0.03$), had less energy ($p=0.03$), started physical fights at school ($p<0.001$), lost temper ($p=0.03$), and missed school ($p=0.008$). The difference in the group mean for the child negative/delinquent behaviors was also found to be statistically significant as there was a general decrease in the overall post-test question scores from the pre-test scores ($p<0.001$). (See Table 6).

Table 6: Perceived Child's Negative/Delinquent Behaviors Among Study Participants (n=16)

Child's Negative/Delinquent Behaviors	Pre-test*		Post-test*		P-value¹
	Mean \pm SD	Median (Range)	Mean \pm SD	Median (Range)	
Physically hurts other at home	1.3 \pm 0.7	1.0 (1, 3)	1.3 \pm 0.6	1.0 (1, 3)	0.16
Breaks things intentionally	1.2 \pm 0.5	1.0 (1, 3)	1.1 \pm 0.3	1.0 (1, 2)	0.56
Argues with adults	2.8 \pm 1.4	3.0 (1, 5)	2.4 \pm 1.4	2.0 (1, 5)	0.03
Yells at others	2.5 \pm 1.3	2.5 (1, 5)	2.3 \pm 1.3	2.0 (1, 5)	0.14
Gets in trouble with police	1.4 \pm 0.9	1.0 (1, 4)	1.6 \pm 0.9	1.0 (1, 4)	0.18
Trouble sleeping	2.5 \pm 1.7	2.0 (1, 5)	2.2 \pm 1.3	2.0 (1, 5)	0.24
Is irritable	2.9 \pm 0.8	3.0 (2, 5)	2.6 \pm 0.6	3.0 (1, 3)	0.14
Teases other kids	1.5 \pm 0.9	1.0 (1, 4)	1.6 \pm 0.9	1.0 (1, 3)	0.99
Has low energy	2.4 \pm 1.0	3.0 (1, 4)	2.0 \pm 0.9	2.0 (1, 3)	0.03
Physical fights at school	3.5 \pm 0.8	4.0 (1, 4)	2.7 \pm 0.8	3.0 (1, 4)	<0.001
Is sad or down	2.4 \pm 1.4	2.0 (1, 5)	2.1 \pm 0.9	2.0 (1, 4)	0.10
Loses temper	3.9 \pm 1.3	4.0 (1, 5)	3.3 \pm 1.0	3.0 (1, 5)	0.03
Misses school	2.3 \pm 1.2	2.0 (1, 5)	1.9 \pm 1.0	2.0 (1, 4)	0.008
Gets suspended from school	1.3 \pm 0.7	1.0 (1, 4)	1.1 \pm 0.3	1.0 (1, 2)	0.30
Has failing grades	1.8 \pm 1.2	1.0 (1, 5)	1.8 \pm 0.9	2.0 (1, 4)	0.71
Collective Score of the Child Negative Behaviors²	2.3 \pm 0.5		2.0 \pm 0.5		<0.001

*Likert scale, scored as: 1=almost never; 2=not much; 3=sometimes; 4=a lot; 5=almost always.

¹ P-values were calculated using Wilcoxon matched-pairs signed-ranks tests.

² Scores were compared using paired t-tests.

Number of lessons completed. The number of SFP DVD lessons completed and the identified risk factors of delinquency were assessed to determine if there was an association between risk factors and the amount of lessons the family completed. Respondents who reported more frequent interpersonal conflicts as evidenced by higher scores on the statement “marriage or relationship issues are causing problems in the home”, were significantly more likely to complete 7+ SFP lessons ($p=0.02$). No other risk factors were found to be statistically significant when compared to the number of lessons completed (see Table 7).

Table 7: Association Between Lesson Completion³ and Delinquency Risk Factors

Risk Factors of Delinquency*	Completed <7 lessons ² (n = 9)		Completed 7+ lessons ² (n = 11)		P-value ¹
	Mean \pm SD	Median (Range)	Mean \pm SD	Median (Range)	
Parent relationship causes problems	1.6 \pm 0.9	1 (1, 3)	2.6 \pm 0.9	3 (1, 4)	0.02
Neighborhood is unsafe	1.2 \pm 0.4	1 (1, 2)	1.6 \pm 0.5	2 (1, 2)	0.07
Parent has work schedule after 5pm	3.3 \pm 1.3	3 (2, 5)	2.4 \pm 1.0	2 (1, 4)	0.10
Transportation issues	1.4 \pm 0.7	1 (1, 3)	1.7 \pm 0.6	2 (1, 3)	0.18
Medical condition limits schedule	1.4 \pm 0.7	1 (1, 3)	1.5 \pm 0.5	1 (1, 2)	0.76
Criminal issues over past year	1.0 \pm 0.0	1 (1, 1)	1.4 \pm 0.9	1 (1, 4)	0.19
Child protection over past year	1.0 \pm 0.0	1 (1, 1)	1.1 \pm 0.3	1 (1, 2)	0.37
Legal system w/adults in past year	1.1 \pm 0.3	1 (1, 2)	1.5 \pm 0.7	1 (1, 3)	0.19
Legal system w/children in past year	1.3 \pm 0.5	1 (1, 2)	1.7 \pm 0.8	2 (1, 3)	0.16
2+ hours/week bonding with child	3.7 \pm 1.1	4 (1, 5)	4.3 \pm 0.8	4 (3, 5)	0.19
Collective Score of the Above Listed Risk Factors⁴	1.6 \pm 0.1		1.7 \pm 0.1		0.32

*Likert scale, scored as: 1=almost never; 2=not much; 3=sometimes; 4=a lot; 5=almost always.

¹ P-values were calculated using Wilcoxon ranked-sum test.

² Scores were compared using two-group t-tests.

³ Lesson completion is defined as completing at least 7 of the 10 lessons.

⁴ Score uses first ten risk factors in list, however, the individual bonding risk factor scores were reverse-coded to use for calculation.

Researchers assessed the relationships between the number of completed lessons and household characteristics and found no significant differences (see Table 8).

Table 8: Association Between Lesson Completion³ and Household Characteristics

	Completed <7 lessons ² (n = 9)	Completed 7+ lessons ² (n = 11)	P- value ¹
Household Characteristic	% (n)	% (n)	
Child 4+ hrs electronics, school days	100 (9)	72.7 (8)	0.22
Child 4+ hrs on electronics, weekend days	55.6 (5)	54.6 (6)	0.99
Child has moved 2+ times in past 3 years	12.5 (1)	36.4 (4)	0.34
Supervision, kids care for self, school evenings	22.2 (2)	45.5 (5)	0.37
Supervision, kids care for self, weekends	55.6 (5)	72.7 (8)	0.64
Child's loss of parent through death/divorce	55.6 (5)	45.6 (5)	0.99

¹ P-values were calculated using Wilcoxon ranked-sum test.

² Scores were compared using two-group t-tests.

³ Lesson completion is defined as completing at least 7 of the 10 lessons.

Researchers compared the pre-test survey scores for positive parental skills, parent negative skills, child positive/appropriate behaviors, and child negative/delinquent behaviors to the number of lessons completed. Pre-test survey scores differed little between the two groups of lessons completed. There was no statistically significant correlation between the mean pre-test scores for behaviors compared to the number of lessons completed (see Table 9).

Table 9: Association Between Lesson Completion³ & Parent/Child Behavior Scores

	Completed <7 lessons ² (n = 9)	Completed 7+ lessons ² (n = 11)	P-value ¹
Parent & Child Behaviors Scores⁴	Mean ± SD	Mean ± SD	
Combined Score of the Reported Pre-test Positive Parental Skills	3.8 ± 0.2	3.8 ± 0.1	0.79
Combined Score of the Reported Pre-test Parent Negative Skills	2.3 ± 0.2	2.3 ± 0.2	0.99
Combined Score of the Reported			

Pre-test Child Positive Behaviors	3.3 ± 0.1	3.2 ± 0.1	0.70
Combined Score of the Reported Pre-test Child Negative Behaviors	2.2 ± 0.1	2.3 ± 0.2	0.78

¹ P-values were calculated using Wilcoxon ranked-sum test.

² Scores were compared using two-group t-tests.

³ Lesson completion is defined as completing at least 7 of the 10 lessons.

⁴ Score use only the individual scores from the pretest survey.

Overall, study participants reported positive parental skills for themselves as parents in both the pre- and post-survey questionnaires. Parents showed statistical significance in positive parental skills change after the SFP DVD intervention for following through with consequences and rewards with praise and privileges. Parents reported low parental negative skills and no behaviors changed significantly at post-survey. Parents reported their child's positive/appropriate behaviors as generally good at baseline and several individual child behaviors showed significant increase after the intervention. Parents reported at post-survey that several of their child's negative/delinquent behaviors also decreased significantly. Researchers looked for associations between the number of SFP DVD lessons completed to household characteristics, behavioral scores for parent or child, and delinquency risk factors. No associations were found other than the higher the amount of parent relationship conflict at home the more SFP lessons were completed.

Chapter V: Discussion

The results of this pilot study indicate that the juveniles who participated in the SFP DVD intervention showed some significant changes in behaviors from the pre-test to post-test survey. Researchers recognize that this was only a parent-perceived change. Statistical significance was found in five questions showing an increase in positive/appropriate child behaviors and five questions showing a decrease in negative/delinquent child behaviors over the intervention time. Statistical significance was also found when researchers analyzed the group means, comparing differences in the combined, group positive/appropriate child behaviors indicating a significant increase of positive/appropriate behaviors for the children. There was also statistical difference in the combined, group negative/delinquent child behaviors indicating a significant decrease of negative/delinquent behaviors for the children.

It was expected that there would be a correlation for parents who had more positive parental skills to be more likely to complete the at-home SFP DVD program. Researchers had expected to find evidence of a correlation between specific positive/appropriate and negative/delinquent parent/child behaviors and specific risk factors which would signify whether a family was more or less likely to complete the SFP DVD intervention. Researches expected that several of the delinquency risk factors would be correlated to the number of lessons completed showing which families may be more likely to complete the program. However,

the only risk factor that was found to be a statistical factor was that if there was more marital conflict in the home, the parent was more likely to report that they completed the program (7+ lessons).

The results show that there was no statistical significance when comparing the negative parental skills individual pre- and post-test differences, nor when looking at the overall group mean for negative parental skills. This lack of change in the parents' reporting of negative skills is consistent with previous research in that adults tend to under-report socially unacceptable behavior (Hansen & MacMillan, 1990; Wight, Williamson & Henderson, 2006). Research states that it is a defense mechanism for people to unconsciously repress or forget their socially undesirable behavior (Wight, Williamson & Henderson, 2006). It is likely that during the self-reporting survey, parents unconsciously under-reported socially unacceptable behavior for themselves and their children. They could have even done this consciously due to the pressures of the diversion/court system or because they wanted their family to seem more 'normal' in the eyes of the researchers.

Most of the negative parental skills did not increase or decrease significantly. However, researchers noticed that parents reported many of the child's positive/appropriate behaviors increased and many of the child's negative/delinquent behaviors decreased after the intervention. It is possible that the parent is able to see changes in their child but do not report changes in

themselves. This could be due to the parent (consciously or subconsciously) not wanting to see themselves as part of the solution. If the parent's behaviors changed along with their child's it is possible that the parent may think researchers would make a correlation with their parenting skills and how they affect their child's behavior. Then instead of just blaming their child for "acting out", the parent would need to be part of the problem, or solution, for their child.

In addition, researchers noticed that parents responded favorably when referring to their child's home behavior and less favorably to behavior that was taking place outside of the home, such as when the child is with friends or at school. This could again be due to self-reporting biases or minimizing unacceptable behavior. If the parent identifies the child's behaviors in the home as being bad, that might signify that the parent is part of the problem.

There were a few specific questions in which the positive parental skills showed a significant increase from the pre- to post-test survey scores. This occurred on the questions related to parents providing rewards/privileges, following through with consequences, and using time out with their child. One reason the parents' reporting could have increased significantly in the amount of time outs may not be due to the fact that they provide more time outs, rather it may be that by the time they took the post-test they understood that time outs also refer to sending a child to their room versus the initial idea of time out where a child must sit in a chair facing the wall.

However, there was no significant increase when comparing the difference of the group mean of these positive parental skills. The positive parent skills which were found to be statistically significant relate to SFP DVD intervention Lessons 3 and 4 which were about rules, rewards, limits, and consequences.

Eleven of the 16 post-survey respondents claim to have completed 7 or more lessons of the SFP DVD intervention. However, none of the statistically significant parent or child positive/appropriate behavioral increases or negative/delinquent behavioral decreases focus around the specific SFP Lessons 7, 8, 9, or 10. Lessons 7-10 focused on family goals/contracts, alcohol/drugs, monitoring activities/friends, and creating traditions. Researchers must question if the parents and family were really able to get through the amount of lessons that they reported on the post-survey or if they were again, over-reporting their accomplishments.

Parents may have reported an increase in their positive parental skills related to following through with consequences and providing rewards/privileges because those are behaviors that the parents are more likely to have control over while at home. These behaviors are also the two that primarily focus on what the parent may see as the purpose of the intervention, thus they could have inflated their responses to seem more favorable to the researchers.

Limitations. Originally this study was to be conducted over a four month time period from April to July, 2014. It was estimated that 75 families would be

assigned to complete the program during this time frame through the several diversion programs, as there was excitement from the diversion programs to have this program offered on a DVD format. However, it was difficult to have the person assigning the program to include this program into the options for families as the court personnel were concerned that assigning families to the SFP DVD would reduce numbers enrolled in the grant-funded court program. Researchers had to make additional contacts with those in charge of meeting with families to encourage them of the benefits that this program provides as an option for families in reducing barriers families struggle to overcome. The timeline of enrollment was extended by three months in order to gain further participants for the program.

Causal inference in this study was limited by the researchers not using a control group. This study was also greatly limited by its small participant size. The pre-test survey had 83 total questions, which is a lot of questions for a respondent to think clearly and earnestly about each one. If there would have been fewer survey questions, and if those questions would have primarily focused around the DVD lessons, there may have been more statistical outcomes.

The design itself was a limitation to this study as it focused on a specific, targeted population. Participants were chosen from juveniles who were sent to a diversion program either in the court system or the school system. This study was an evaluation of behavior change which was perceived by a single person, a

parental figure, in which the behavior change may or may not have really occurred. A more complex evaluation that includes teacher and child responses would provide more information about the effectiveness of the intervention.

The families who were assigned to participate in the SFP DVD were chosen based on recommendations by a diversion officer, ordered by a judge, or determined by a small, school committee. The decision of which juvenile and/or family should be assigned to the SFP DVD program could have been biased by the specific assigner or by the manner which the family was selected to participate or not to participate.

There could also have been several confounding factors in regards to household situations which may affect whether families completed the SFP DVD intervention. These confounding factors include socioeconomic status, number of parents/children in the home, substance use in the home, and parents who have legal or criminal issues, and employment status. It is also unclear whether parents were noticing an increase in positive/appropriate behaviors and decrease of negative/delinquent behaviors by their children due to the fact that they had been involved with the police, court system, judge, or school board committee and that the fear of the authority and severity of the matter was, in itself, enough to have an effect on their behavior.

Another confounding factor is that all of these participants in the study were, at least minimally, forced to participate in this SFP DVD intervention.

Either the judge or the School District Discipline Committee had informed the juvenile and/or family that they had to complete this program in order to successfully fulfil part of the requirements of the court order or school district contract. The threat of further consequences could have influenced the participation, and possibly the respondent's survey answers, in regards to lessons completed or perceived behavioral changes. Having the parent complete a self-report survey increases the likeliness of bias and overestimation of behavioral change in their child, especially if the parent is concerned about a judge or committee reviewing the surveys.

Further Research. Having a larger or more meaningful incentive to participate in the study may lead to an increase in study participants. Further research could include whether some of the characteristics and living situations of the respondents could have influenced the outcome of the data results. It would be beneficial to evaluate whether specific protective factors correlate with higher levels of positive parental skills and child/appropriate behaviors. Having the respondents take a follow-up, behavioral survey one year after participating in the SFP DVD intervention would provide an indication of sustainability of positive/appropriate behaviors and skills over time. Having a control group which consists of families who were not assigned the SFP DVD intervention by a judge or school discipline committee would provide valuable information for future research with this SFP DVD intervention.

In order to obtain more information from other stakeholders, further research could include a focus group with the diversion officers, the judge, and school district committee members to discuss situations and characteristics of families they would be assigning the SFP DVD intervention to in order to minimize any personal biases which may arise. This focus group could result in an assessment tool which could be used to assign families to the program. The group could discuss how they are going to assist, encourage, and ensure that families are completing the lessons and assignments.

The results indicated that participation in the SFP DVD intervention had some effect on increasing some positive/appropriate skills and behaviors for both parents and children and decreasing some negative/delinquent behaviors for children. However, this is a pilot study with a small number of participants and, therefore, true effectiveness of the SFP DVD program cannot be made. More advanced evaluation is needed in which multiple stakeholders are involved to carefully plan an effective implementation of the SFP DVD.

Teaching parents additional skills as their children start showing signs of being a ‘troubled teen’ can decrease the child’s negative/delinquent behaviors. Providing children with information on understanding parental rules and learning rewards and consequences can lead to more compliance at home and school. However, many families experience barriers dealing with transportation, child-care, and scheduling. Thus, this study was important because its focus was to

look at the effectiveness of an evidence-based, family skill-building program which is offered on DVD. This type of format may help to minimize barriers that families face while providing some of the information and skills they need. Larger studies and more advanced evaluations should be conducted on the Strengthening Families Program DVD to see if it could be an effective way to provide information to families and help families increase positive/appropriate behaviors and decrease negative/delinquent behaviors at home.

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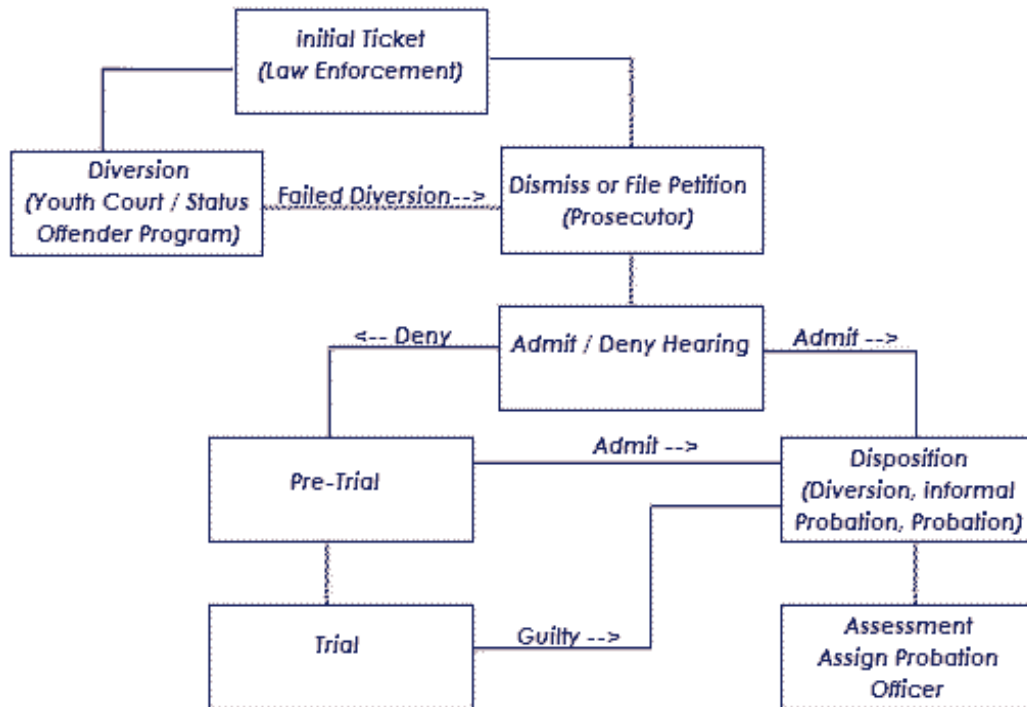
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Appendix A

Bannock County Juvenile Justice Court Process



Appendix B: Survey Administrators Instructions

Below are the instructions which Survey Administrators should read when handing out the Strengthening Families Program DVD and Worksheet Binder material to families. The italicized words should not be spoken and are directions/information for the administrators only.

Delivery of Program Materials

Hand the family a copy of the DVD and a Worksheet Binder.

You have either been instructed to or volunteered to complete the Strengthening Families Program DVD. This DVD has 10 Lessons and one Introduction Lesson. One lesson should be done each week meaning the full program should be completed within 11 weeks. Each DVD lesson is 30 minutes long and the weekly worksheets that go along with each lesson take approximately 60 minutes. So you will need to schedule approximately 90 minutes each week to complete the lessons. The Worksheet Binder has all of the weekly assignments already printed out for you and divided by lesson. Be sure to read the introduction sheet on the first page of the worksheet binder for tips for successful completion. *Flip open the binder and show where the first page is placed and that tabs divide the weekly lessons.*

Invite to Participate in the Study

This is the first time that the Strengthening Families Program on DVD has been offered to families in Bannock County. There is a study being conducted by a graduate student in Idaho State University's Public Health program. The study will evaluate the effectiveness of this program being offered to families here in Bannock County.

Participants are needed to take part in this study and you will be compensated for your time.

If you choose to participate you would fill out a 10 minute survey today and you would be immediately given a \$5 gift card to use towards food at Subway®. As a participant in the survey you would also receive one five-minute contact by an ISU intern over the course of the program and one ten-minute contact at the end of the program in which you would complete an additional survey over the phone with the ISU intern. You would receive an additional \$5 Subway® gift card as compensation for your time which would be mailed to you. No transportation will be required for you to take part in this survey as it is done by phone/email. All of your answers are kept confidential and participating or not does not affect your standing with the agency that is providing you with this DVD program.

By agreeing to participate in this study you would greatly be helping determine the effectiveness of this DVD program. With your help, we would like to evaluate if this program will be a good tool to provide to families in this area.

Here is an informed consent form and the first survey if you would like to participate. *Hand the family the packet of the informed consent form and survey on a clipboard with a pen.*

If the family refused to participate: Okay, thank you for considering it.

If the family accepts to participate: Go ahead and have a seat right over there. If you have any questions on wording or meaning of a question, please feel free to come ask me. When you are finished, please return to the clipboard and packet to me for your \$5 Subway® gift card.

Say to all families before they leave: It is important that you begin the program right away. It would be best to go home today and watch the first 30 minute “Introduction Lesson” as a family so you can know what to expect from the program and so you understand how the lessons will be presented. Good luck and enjoy the program!

Appendix C: Strengthening Families Program DVD Survey

Strengthening Families Program on DVD SURVEY					
INFORMATION -- Please Circle the Choice to the Right that Best fits your Answer					
Please write the age of the child who was referred to this program?					
What is this child's gender?	Male	Female	Other		
How many children (including this child) live in the home?	1	2	3	4	5+
How many adults (including yourself) live in the home?	1	2	3	4	5+
How many times has your family moved in the past 3 years?	0	1	2	3	4+
What types of activities is this child involved in? <i>(circle all that apply)</i>	Sports team	City team sport or club	Faith based group	After school program	has a mentor or counselor
	Gives or receives School tutoring	School club	Has a paid job	Scouts/ Brownies	Other
What is your ethnicity? <i>(circle all that apply)</i>	White/ Caucasian	American Indian	African American/ Black	Pacific Islander	Pacific Islander
	Hispanic/ Latino	Alaska Native	Asian	Other:	
How are you related to the child?	Mother	Step Parent	Grand Parent	Foster Parent	Significant Other of parent
	Father	Guardian	Relative	Other:	
What is your level of education?	no formal schooling	GED/HS diploma	Associates	Masters	Doctoral
	some high school	some college	Bachelors	Other:	
How many adults living in the home are employed?	0	1	2	3	4+
What is your current employment status?	not employed	full time home-maker	sort term disability	temporary medical leave	retired
	part time employed	full time employed	permanent disability	Other:	
What was the total combined house income of all people living in your home	\$9,999 or less	\$10,000- \$19,999	\$20,000- \$29,999	\$30,000- \$39,999	\$40,000- \$49,999

last year?	\$50,000- \$59,000	\$60,000- \$69,999	\$70,000- \$79,999	\$80,000 or more	
Has this child been without one of his/her primary guardians in the past 3 years(through loss by death, divorce, separation, incarceration, moving, other means)?	No	Yes mother/fa ther	Yes stepparent	Yes Grandpare nt	Yes other
How many hours per <i>school day</i> would you say this child spends on electronics (TV, video games, computer, and phone)?	0-1	2-3	4-5	6-7	8+
How many hours each <i>weekend day</i> would you say this child spends on electronics (TV, video games, computer, and phone)?	0-1	2-3	4-5	6-7	8+
What is the main way the children are cared from during the hours of 3pm to 7pm?	Parent	Daycare	Friends	varies on day	
	Older Children	Babysitter you pay	Adults living w/you	Adults Not living w/you	None, kids care for self
What is the main way the children are cared for on <i>weekends</i> ?	Parent	Daycare	Friends	varies on day	
	Older Children	Babysitter you pay	Adults living w/you	Adults Not living w/you	None, kids care for self
Please use the scale to the right to answer the following questions. Place a checkmark in the box that best answers the question below.	Almost Never	Not Much	Some times	A lot	Almost Always
Does marriage or relationship issues cause problems in the home?					
Do you feel your neighborhood is unsafe?					
Does this child and a parent spend at least 2 hours of bonding time together weekly?					
Does the child's primary guardian have a work schedule that occupies them after 5pm?					
Does your family have difficulty getting to/from school or appointments?					
Do medical conditions in the family limit your family doing things outside of the home?					
Over the past year, how often have the following things been an issue in your home: gangs, drugs, alcohol, violence, incarceration, or homelessness?					

Over the past year, how often has child protection been involved with this child or any other children in the home?					
Over the past year, how often has the legal system (police, probation) been involved in the lives of <i>Adults</i> in your home (including yourself)?					
Over the past year, how often has the legal system (police, probation) been involved in the lives of <i>Children</i> in your home (including this child)?					
PARENTING SCALE -- Please use the scale to the right. Check mark how you feel things at home are going right now.	Almost Never	Not Much	Some times	A lot	Almost Always
I praise my child when s/he has behaved well.					
I use clear directions with my child.					
My child helps with chores, errands, and other work.					
We talk as a family about issues/problems, or we hold family meetings.					
We go over schedules, chores, and rules to get better organized.					
I let my child know I really care about him or her.					
I am loving and affectionate with my child.					
I enjoy spending time with my child.					
I follow through with reasonable consequences when rules are broken.					
I reward completed chores with affirmations/praise, allowances or privileges.					
I know where my child is and who he/she is with.					
I talk to my child about his/her feelings.					
I use appropriate consequences when my child will not do what I ask.					
I use physical punishment when my child will not do what I ask.					
I yell or shout when my child misbehaves.					
Our family has clear rules about alcohol and drug use.					
People in my family often insult or yell at each other.					

People in my family have serious arguments.					
We argue about the same things in my family over and over.					
We fight a lot in our family.					
I use time outs when my child will not do what I ask.					
I talk with my child about the negative consequences of drug use.					
I talk with my child about the dangers of drinking alcohol.					
I make sure my child doesn't go where there is alcohol/drugs.					
I know my child's friends' parents and have shared our no-alcohol rule.					
HOW THE PARENT FEELS THE CHILD BEHAVES -- Please use the scale to the right and put a check mark where you feel your child's behaviors are most of the time.	Almost Never	Not Much	Some times	A lot	Almost Always
Is happy most of the time					
Helps others					
Is able to identify and expresses feelings					
Can resolve conflicts without fights					
Physically hurts others at home					
Breaks things					
Argues with adults					
Yells at others					
Avoids unsafe situations					
Your child gets in trouble with the police					
Is polite					
Deals with stress by using good coping skills					
Knows how to stay out of trouble					
Has trouble sleeping					
Is irritable					
Knows how to control anger					
Teases other kids					
Talks about feelings					
Has low energy					
Starts physical fights at school					
Connects with "safe" people					

Looks sad or down					
Loses temper					
Is able to make and keep friends					
Follows house rules					
Follows directions from person in charge at school					
Follows directions from a person in charge at home					
Misses school					
Gets suspended from school					
Has failing grades					
Talks honestly about their issues to parents					