Parents Raising Safe Kids:
An Assessment of the Impact of the ACT Against Violence Program Curriculum

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ACRONYMS

ACT   Adults and Children Together Against Violence

APA   American Psychological Association

DHS   [Allegheny County] Department of Human Services

FSC   Family Support Center

PRSK   Parents Raising Safe Kids

EXECUTIVE SUMMARY

Parents Raising Safe Kids (PRSK) is a community-based educational program that teaches positive parenting skills to parents and caregivers and helps them to become positive role models for their children. The PRSK curriculum was developed by the American Psychological Association's (APA) Adults and Children Together (ACT) Against Violence program and consists of four main components: 1) parenting skills; 2) media literacy; 3) child development knowledge; and 4) parental attitude and behavior toward children.

The PRSK curriculum is evidence-informed and taught in 80 communities in the U.S. and five other countries. A number of national studies (one of which included the local program) have demonstrated the effectiveness of the model in disseminating knowledge and skills to adults about early violence prevention and in helping parents and caregivers raise children without violence.

In Allegheny County, the PRSK program is coordinated by the Allegheny County Department of Human Services (DHS) Safe Start program and implemented by trained facilitators through weekly workshops at 17 program sites throughout the county. DHS evaluated the program using pre–post measures and program evaluation survey data to determine whether the local model achieved results similar to what is reported in national studies. While the analysis was limited by missing data, the findings indicate that there were improvements in all four areas, consistent with national evaluations. Key findings include variation in program impact by gender, race/ethnicity, education level, income and age. In every area, improvements varied by facilitator. These findings are discussed more fully in the report that follows.

Overall, the program improved participants' knowledge and attitudes toward parenting, anger management, child development and media literacy, and therefore should be considered a valuable component within the full range of parenting programs. Participants reported that they were extremely satisfied with the workshops, stating that they wished there were more and longer sessions. Participants also expressed interest in having greater workshop attendance by children, teens and men. Finally, participants indicated that engaging them more deeply in conversations about the topics would improve the workshops.

Because national and local evaluations have consistently demonstrated the effectiveness of the model, ongoing outcome evaluations do not appear to be warranted, at least on a consistent basis. However, given that variations by facilitator were a consistent finding, a focus on facilitator training and program fidelity may be an appropriate strategy going forward.

INTRODUCTION

The Parents Raising Safe Kids (PRSK) program was designed by the American Psychological Association's Adults and Children Together (ACT) Against Violence program. The PRSK curriculum is evidence-informed, based on research about preventing family violence and abuse, and designed to teach positive parenting skills to parents and caregivers. PRSK has been implemented in 80 communities in the U.S. and in five other countries. A number of national studies have demonstrated the effectiveness of the model in disseminating knowledge and skills to participants. Portwood and colleagues (2011) found improved outcomes in parent/caregiver expectations, parent/caregiver behavior and effective parenting measured as decreased use of harsh verbal and physical discipline, increased frequency of nurturing behavior, and improvements in controlling their anger and recognizing when their child's behavior is developmentally appropriate (p. 147). Weymouth and Howe's (2011) evaluation, which included Allegheny County sites, also reported similar positive outcomes across multiple sites in the U.S.[1]

[1] See References section for a list of national studies that evaluated the PRSK program.

In Allegheny County, the PRSK program is coordinated by the Allegheny County Department of Human Services (DHS) Safe Start and implemented by trained facilitators through a series of eight weekly workshops at 17 program sites throughout the county:

1. Understanding Children's Behavior
2. Young Children's Literacy about Violence
3. Understanding and Controlling Parent/Caregiver Anger
4. Understanding and Helping Angry Children
5. Children and Electronic Media
6. Discipline and Parenting Behavior
7. Discipline for Positive Behavior
8. Taking the Program to Your Home and Community[2]

[2] APA (2005), ACT Raising Safe Kids Program: Building Safe and Strong Families. http://actagainstviolence.apa.org/about/index.html

This report uses participant information and survey results to evaluate the PRSK workshops on the following measures:

1. What were the characteristics of participants, facilitators and sites?
2. Did PRSK have an impact on participants' knowledge and skills in parenting, child development, media literacy, and parental attitudes/behaviors?
3. Were PRSK facilitators effective?
4. Is the program worthwhile; i.e., is it making an impact?
5. How can the survey questions be simplified/improved?

METHODOLOGY

In order to evaluate the effectiveness of the program, participants were asked to fill out a pre- and post-program questionnaire designed by ACT. They were also asked to fill out a program evaluation questionnaire at the end of the workshop series (see **Appendix C** for the questionnaires).

The pre- and post-program questionnaire consisted of a set of questions divided into four scales as shown in **Table 1**, below. Participants answered each question or statement in the questionnaire with a response that corresponded to a number from one through five (this type of measurement is known as a Likert scale). For some questions, the correct or desired answer was "one"; for others, it was "five." This variation was used to ensure that respondents did not guess a pattern and choose "five" or "one" for all questions. (See the column for expected signs in **Table 13** in **Appendix A** to see the desired mean difference as negative or positive.) Questions were also designed so that the differences between numbers were equally meaningful; i.e., for a question where the most desired answer was five, every unit change from one toward five is assumed to have, by and large, an equal impact (improvement) toward the most desired answer.

To facilitate the pre–post comparison, the analysis combined all of the questions (and their scores) within four scales, as shown in **Table 1** (t-test results for each individual question are available in **Appendix A**).

Before building these four scales, the study recoded all responses so that a response of "one" was the least accurate/desired response and "five" was the most accurate/desired response. Therefore, there was improvement only when the difference of average scores (pre minus post) was negative. We also conducted reliability analysis to see how reliably these combined questions measured each of the four concepts. As shown in **Table 1**, alpha scores were much higher than the conventionally required minimum of 0.6; therefore, the four scales had high internal validity.[3] We can thus confidently build a scale for each of these modules and conduct a pairwise t-test comparison. If the program was effective, we would expect participants to have higher average scores for each of these modules at the end of the workshops than before the workshops.

[3] In addition, principal component analysis (PCA) was conducted to understand how much variation in each of these questions contributes to the overall variation in the scale. The analysis showed that most important components (factors) were loaded more or less equally across all questions justifying the inclusion of all questions in building the scales. (The PCA results are not reported to save space).

TABLE 1: **Scales and Reliability**

SCALES	NO. OF QUESTIONS	RANGE OF SCORES	ALPHA	
			PRE	POST
Parenting style	11	1–55	0.72	0.69
Media exposure	9	1–45	0.86	0.86
Child Development	16	1–80	0.75	0.80
Parent Behavior	10	1–50	0.78	0.80

[4] The difference in group means is measured as MEANpre – MEANpost (pre is subtracted from the post) and implemented in STATA program using the following command: ttest preq1=postq1.

[5] At least 15 observations would make the statistical meaning of the results significant. T-test results are still valid when there are less than 15 observations; however, the few observations might not be representative of the group that has a given characteristic. For instance, there are only eight participants who identified their race as Latino in the dataset. Pairwise t-test comparison results based on just eight individuals would not allow us to draw meaningful conclusions as to how being a Latino might be related to program outcomes.

[6] The sample size for t-tests in each module varies, because of varying level of missing data for each question.

The study used the method of pairwise t-test comparison to compare average scores *before the program* to average scores *after the program* in order to detect the impact of the program. The program is determined to have an impact only when there is a meaningful difference between pre and post averages and if the t-test for that difference is statistically significant.[4] If the t-test is statistically insignificant, the detected difference between pre and post averages most likely does not reflect consistent improvement by the majority of group members but rather reflects the impact of a few outliers on the overall score or other such idiosyncratic factors. P-levels help determine the level of confidence one would like to have in making sure that the detected improvement is the true improvement and not a false positive. When p is 0.05 or lower, then one can be at least 95 percent confident about detected improvement being a true improvement. When p is 0.01 or lower, then confidence level is at least 99 percent; and when p is 0.001 or lower, then confidence is at least 99.9 percent.[5]

Initially, there were 284 participants in the workshops that took place between October 2008 and December 2013 across 17 program sites. One observation was dropped from the sample due to missing data. Seventy-five participants (27 percent) dropped out at some point during the eight-week-long workshop; while demographic information is included for these individuals, they are not included in the pre–post comparison. Thirty-five participants (12 percent) joined the program after it began; again, while demographic information is provided for these individuals, they are not included in the analysis. Certain questions were not answered by significant numbers of participants (start date — 33 percent; facilitator — 25 percent). Ultimately, the sample size for pre–post pairing (meaning that the same individuals completed both the pre- and post-measures so that their responses could be compared) averaged about 150.[6]

Data from the program evaluation questionnaire were used to gain insight into how participants perceived the effectiveness of the workshops/facilitators as well as to obtain feedback to better align the program with their needs.

Limitations

This study is limited by three potential hurdles. First, the study did not capture qualitative and contextual information and relied only on quantitative and administrative data. Therefore, the report might have missed important information regarding ways in which participants were able to improve their knowledge and skills. Second, the study did not rely on multivariate statistical analysis and instead used pre- and post–t-test comparison. The latter does not account for other factors that affect participants' learning (e.g., participants might have been attending other programs simultaneously or experienced a life-changing event — not related to the workshop — that induced them to become a better parent). Third, the amount of missing data on several variables impacts the ability to provide conclusive insights.

ANALYSIS AND FINDINGS

What are the characteristics of participants, facilitators and sites?

Participants

Table 2 provides information about the demographic characteristics of participants. The most frequently-reported characteristics were: age — 28 through 32; gender — female; race — African American; income — $20,000 or below; and highest level of education achieved — middle school.

TABLE 2: Participant Demographics

	VARIABLE	PRE-TEST N	PRE-TEST %	POST-TEST N	POST-TEST %
AGE	18–22	22	8.9	14	7.0
	23–27	53	21.5	41	20.6
	28–32	64	26.0	55	27.6
	33–37	50	20.3	40	20.1
	38–42	28	11.4	23	11.6
	43 and over	29	11.8	26	13.1
	Total	**246**	**100**	**199**	**100**
RACE	White	90	36.7	66	38.6
	Black/African American	133	54.3	92	53.8
	Other	22	9	13	7.6
	Total	245	100	171	100
EDUCATION	None was completed	4	1.6	2	1.2
	Elementary School	5	2	3	1.8
	Middle School	181	73.6	124	72.5
	High School Grad/GED	46	18.7	36	21.1
	College Degree and above	10	4	6	3.6
	Total	**246**	**100**	**171**	**100.2**
GENDER	Male	35	14.1	26	15
	Female	213	85.9	147	85
	Total	**248**	**100**	**173**	**100**
INCOME	Less than $20,000	149	62.3	95	57.2
	$20,000–$30,000	54	22.6	40	24.1
	$30,001 and above	36	15.1	31	18.7
	Total	**239**	**100**	**166**	**100**
GENDER — CHILD	Male	131	55.7	100	59.5
	Female	104	44.3	68	40.5
	Total	**235**	**100**	**168**	**100**
RELATION TO CHILD	Parent	209	87.8	149	88.2
	Adoptive Parent	4	1.7	2	1.2
	Step-Parent	6	2.5	5	3.0
	Grandparent	16	6.7	12	7.1
	Other (aunt, uncle, etc.)	3	1.3	1	0.6
	Total	**238**	**100**	**169**	**100**

Variations in N are due to missing data; i.e., participants left some fields blank.

Sites

Tables 14 through 16, in **Appendix B**, list the 17 program sites as well as detailed characteristics of the participants at each. Site participation ranged from 63 at the Hilltop Community Children's Center (HCCC) workshop site to only one participant at the Mooncrest site.

Median income was relatively higher for the participants at HCCC, McKees Rocks Positive Parenting (MRPP) program, Site #7 and the Westmoreland County Prison. Participants at the Family Services, ParentWISE New Kensington, Turtle Creek Valley and Westmorland County Prison sites were of a relatively higher median age than those at other sites. HCCC participants had the highest median education (most participants had completed middle to high school). MRPP parents had the highest median number of children (four), and children of the Hill House and ParentWISE New Kensington participants had a median age of seven, which was higher than the other sites. (See **Appendix B** for more information.)

Did PRSK have an impact on parenting, child development and media literacy?

As described in the Methodology section, the study constructed four scales based on the questions asked about each of the four domains of knowledge and skills addressed in the PRSK program. Reliability scores (alpha) were good, indicating that scales had internal reliability.

As seen in **Table 3**, the results of group mean scores comparison using t-test statistics show that the largest absolute impact (improvement in understanding of program content) was achieved in the child development knowledge scale with pre–post difference of 3.47 ($p < 0.001$) . The next largest impact was achieved in parents' behavior and media literacy scales, with 2.25 and 2.29 pre–post differences in group means, respectively ($p < 0.001$).[7] The parenting skills scale had the relatively lowest substantively and statistically significant impact of 1.33 pre–post difference between group means ($p < 0.01$).[8] However, in relative terms, the greatest improvement (8.5 percent) occurred in the media literacy scale (calculated by comparing the average group score before the workshops to the average group score after the workshops).

[7] $p < 0.001$ means that the probability of this finding being a false positive (a result of random chance) is less than 1 in 1000.

[8] When building scales, the Likert scale values for some questions were reversed so that t-test results could be meaningfully.

TABLE 3: Paired T-Test Results for the Four Scales

	PRE		POST		DIFFERENCE			
	MEAN	SD	MEAN	SD	DIFF.	T	DF	% CHANGE
Parenting	41.62	6.97	42.95	6.08	–1.33**	–2.83	155	3.2%
Media	26.93	7	29.22	5.46	–2.29***	–4.47	132	8.5%
Child Development	58.95	8.94	62.42	9.97	–3.47***	–4.79	154	5.9%
Parent Behavior	36.74	6.81	38.99	6.58	–2.25***	–5.17	150	6.1%

Note: DF stands for degrees of freedom and equals Number of Observations minus one (n – 1). As noted in the Methodology section, minimum conventional acceptance level for n is 15, thus for DF it is 14.

*p < 0.1;   **p < 0.05;   ***p < 0.001

Subgroup Analysis

Gender

When group means were compared separately by gender, there was no statistically significant impact on male parents in the parenting skills and child development scales. However, male participants improved their knowledge in media literacy (3.43) and parental behavior (4.23). These are much higher figures than the overall average figures for these scales and much higher than the average for females. In relative terms, these differences correspond to 12.9 percent improvement for media literacy and 11.3 percent improvement for parental behavior as shown in **Figure 1**. However, these changes should be interpreted cautiously because the analysis relied on about 22 male participants compared to about 120 female participants.

Female participants had statistically significant improvements in all four areas. Their average parenting (1.78) and child development (3.62) scores increased more than their scores for other scales. Female participants also improved with respect to media literacy as well as parents' reported behavior toward children. In relevant terms, female participants improved the most in the child development scale (7.6 percent). Next largest improvements were recorded in media literacy (7.6 percent) and parental behavior (5.2 percent). (See **Figure 1** below and **Table 7** in **Appendix A** for test results by gender.)

FIGURE 1: PRSK Percentage Change, by Gender
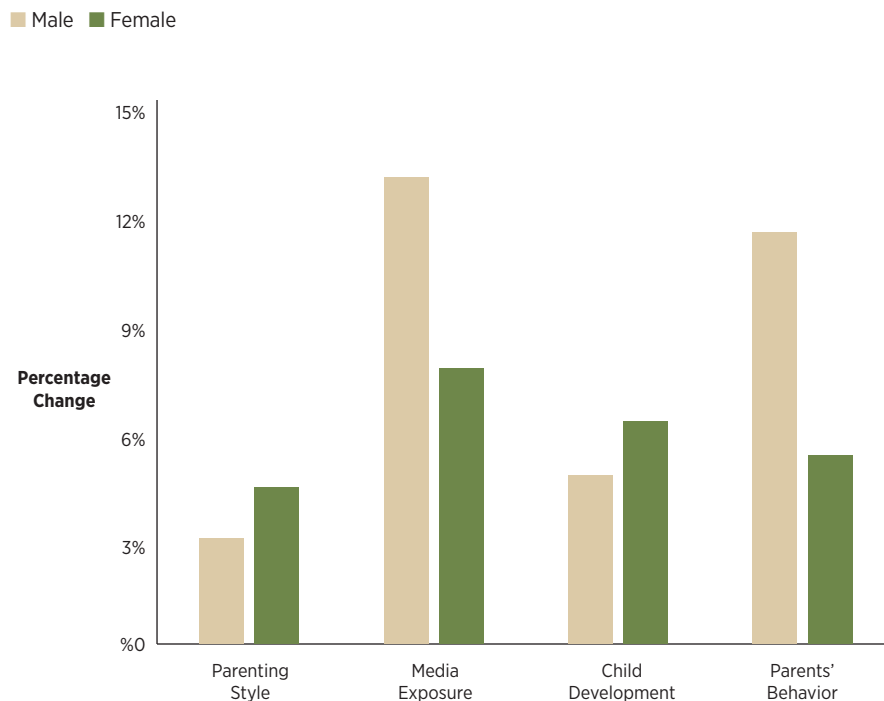
Race/Gender

African American participants improved their outcome scores on parenting skills more than white participants. White participants, on the other hand, improved their media literacy and child development outcomes more than African American participants. (See **Figure 2** below and **Table 8** in **Appendix A** for test results by race/ethnicity.) Differences in improvements were also compared across racial/ethnicity groups. Due to limitations in data, this comparison is done only for African American (about 79) and white (about 58) participants. African American parents and caregivers showed statistically significant improvements in all four scales, while white participants had improvements in all but the parenting skills scale.

FIGURE 2: **PRSK Percentage Change, by Race/Ethnicity**
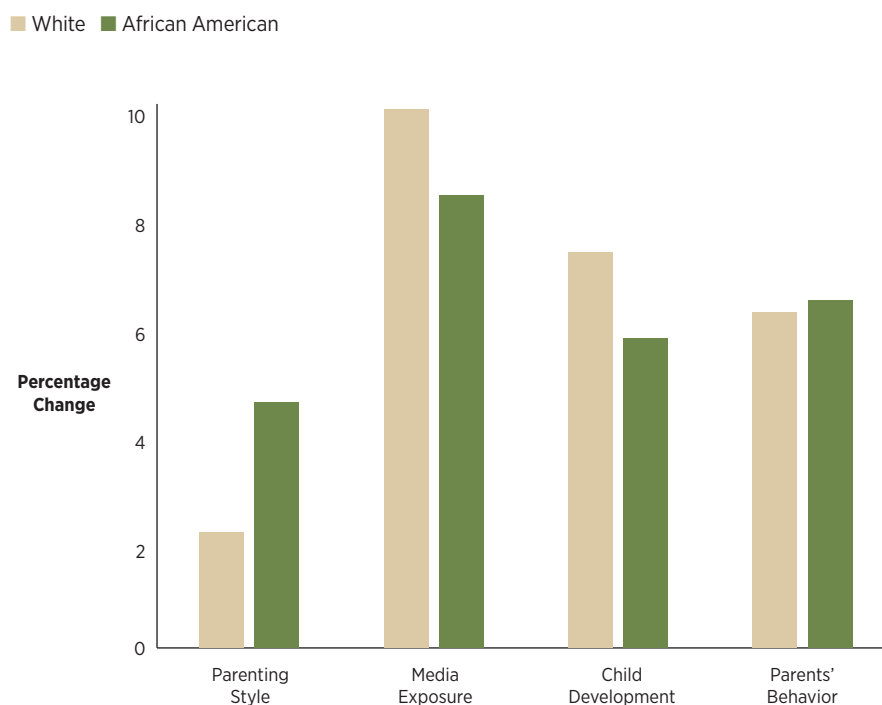
Education

Participants with high school education (about 32) showed statistically significant improvements in all but the child development scale, whereas those with middle school education (about 107) enhanced their average scores in all but the parenting skills scale. Participants with high school education recorded more improvement in pre–post group means for parenting skills and parental behavior. In contrast, participants with middle school education improved their media literacy and child development outcomes more than parents who graduated from high school. (See **Figure 3** below and **Table 9** in **Appendix A** for more information.)

FIGURE 3: **PRSK Percentage Change, by Education**

■ Mid School ■ High School
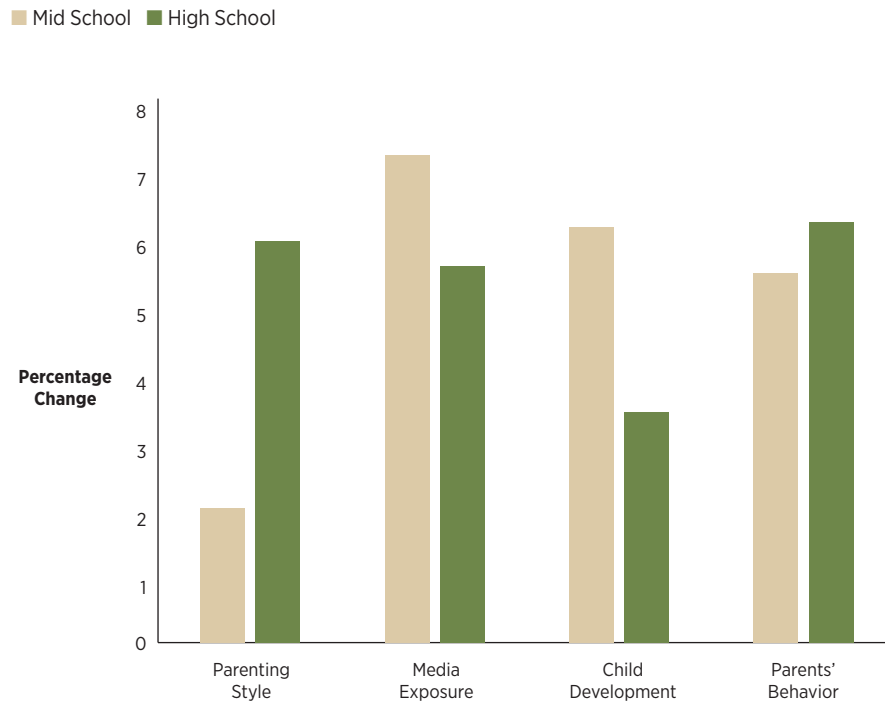
Income

Parents and caregivers whose annual income ranged between $20,000 and $30,000 (about 47) showed statistically significant improvements in all areas. They improved their average scores substantially, especially in media literacy and child development. In contrast, participants who made $20,000 or less annually (about 80) improved in all areas except parenting skills. In the parental behavior scale, both income groups improved their outcomes similarly. (See **Figure 4** below and **Table 10** in **Appendix A** for more information.)

FIGURE 4: **PRSK Percentage Change, by Income**

■ Less than $20,000   ■ $20,000–$30,000
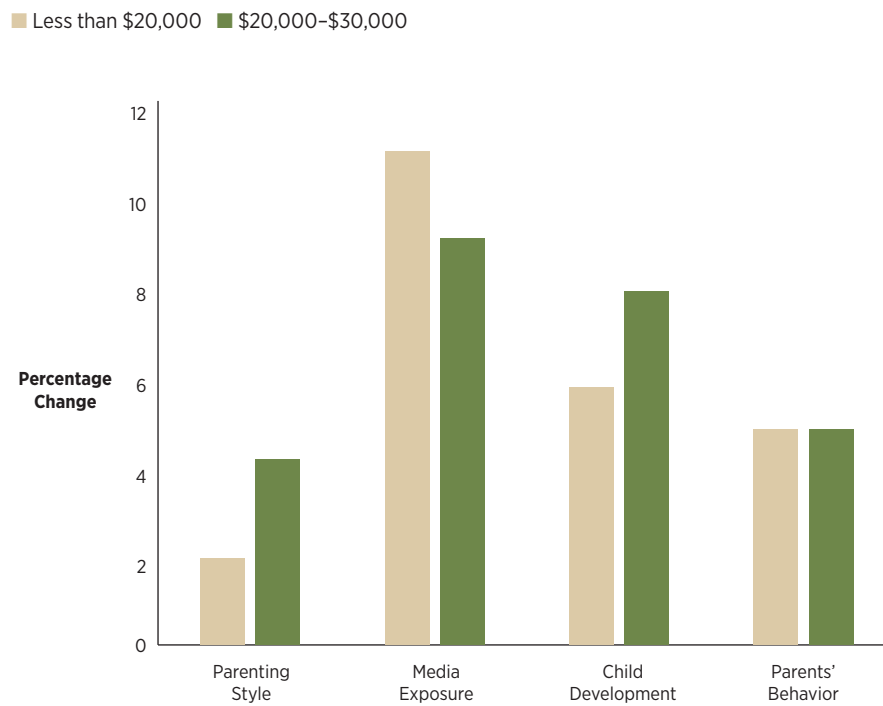
Age

Participants ages 23 through 27 (about 33) showed statistically significant improvements in all four scales. They particularly improved in media literacy and parental behavior as shown in **Figure 5**, below. Parents and caregivers ages 28 through 32 (about 41) recorded statistically significant improvements in all but the child development scale. Participants ages 33 through 37 (about 30) showed a statistically significant improvement in their child development and parental behavior scales. Participants ages 18 through 22 (about 10) greatly improved their child development knowledge, even though they did not show improvements in the three remaining scales. Participants who are 43 or older (about 18) improved their media literacy considerably, while having statistically insignificant results in all other areas. The only age group that did not show any statistically significant results was that of participants ages 38 through 42 (about 17 participants). (See **Figure 5** below and **Table 11** in **Appendix A** for more information.)

FIGURE 5: **PRSK Percentage Change, by Age**
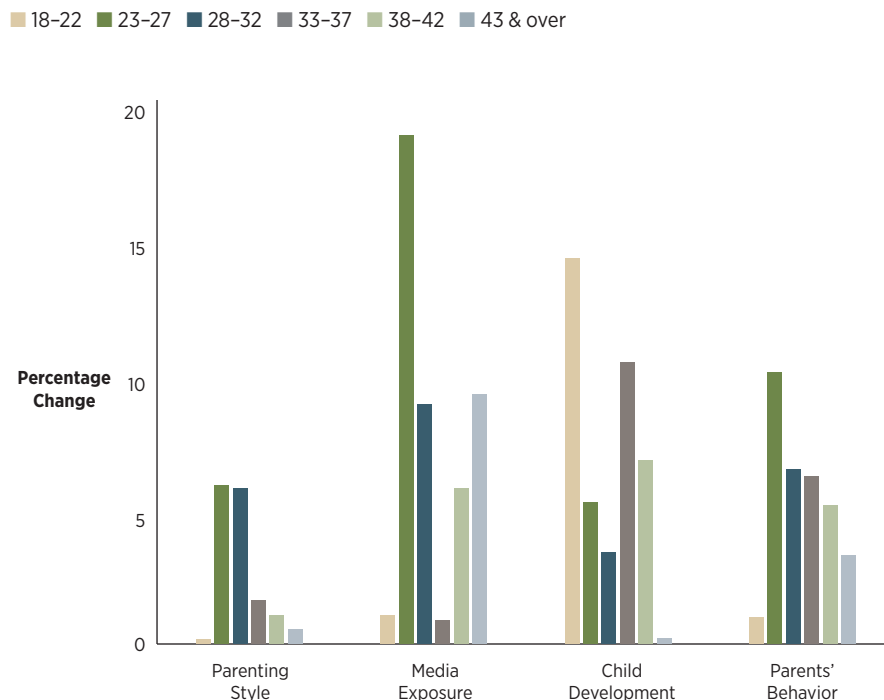
Were facilitators effective?

Fourteen facilitators led the workshop sessions. Each facilitator had at least an associate's degree in a field such as psychology, social work, counseling, nursing or early childhood education, and had been certified in the use of the program curriculum. While some facilitators had as many as 54 participants, some had only a few. The average number of participants per facilitator was 20.

When average pre and post differences were compared for each facilitator-led workshop, variability was found in participants' results. (See **Table 18** in **Appendix B** for more information.)

- Participant scores improved in all four scales offered by one facilitator (F12).
- Participant scores improved in three of the four scales offered by two facilitators (F2 and F10).
- Participant scores improved in two of the four scales offered by one facilitator (F14).
- Participant scores improved in one of the four scales offered by two facilitators (F5 and F6).

When the program was over, participants were asked two questions to evaluate their satisfaction with facilitators: 1) if they (strongly) agreed or disagreed that facilitators were knowledgeable about the content of the workshop; and 2) whether they (strongly) agreed or disagreed that facilitators were friendly and helpful. The following table ranks facilitators by the group average of the answers added for the two questions (1 lowest, 5 highest), and shows that participants were generally satisfied with the knowledge and personality of the facilitators. However, data were only available for 10 of the 14 facilitators. As a result, particularly because data were missing for two of the most effective facilitators (F14 and F12), it was not possible to accurately compare effectiveness with favorable evaluations.

TABLE 4: Satisfaction with Facilitators

| FACILITATOR | KNOWLEDGEABLE | | HELPFUL & FRIENDLY | | TOTAL |
	SCORE	N	SCORE	N	SCORE
F1	4.57	14	4.57	14	9.14
F2	4.65	17	4.65	17	9.29
F3	4.44	9	4.56	9	9
F6	4	18	4.22	18	8.22
F8	5	4	5	4	10
F9	4.45	11	4.64	11	9.09
F10	4.9	51	4.98	51	9.88
F11	4.71	14	4.86	14	9.57
F13	4.67	6	4.67	6	9.33
F15	4.78	18	4.94	18	9.72

Note: Facilitators were assigned numbers to assure anonymity.

The satisfaction survey included two questions about participants' general experience with the workshop: The first question asked participants to choose the three items (from a designated list) that were the most useful and educational; the second question asked them to choose the three items that they liked the most. For both, facilitators were the second most frequently-identified element.

TABLE 5: **Ranking of Workshop Elements**

MOST USEFUL/EDUCATIONAL		LIKED MOST	
Group discussions	127	Learning new things	140
Facilitator's explanations	86	Facilitator's friendly attitude	108
Handouts	68	Materials are good and easy to read	75

Is the program worthwhile; i.e., is it making an impact?

Based on this and other evaluations, the program successfully increases participants' knowledge and attitudes toward parenting, anger management, child development and media literacy. However, because neither this analysis nor the national studies have evaluated participants' behavior over a period of time, it is not possible to state the longer-term impact.[9]

How can we better simplify survey questions?

The report compared participants' average pre-test and post-test scores for each question. For each module, three questions with strongest impact, three questions with weakest impact, statistically insignificant and problematic questions were identified. Problematic questions were those that yielded counterintuitive answers, with results that were the opposite of what was expected. For instance, when reduction of the score from pre-test to post-test was expected, the results of the pairwise t-test comparison showed the opposite.

TABLE 6: **Varying Impact and Significance of Questions**

	STRONGEST	WEAKEST	INSIGNIFICANT	PROBLEMATIC
Parenting	5,4,8	6,9,2	1,7,11	1
Media	5,8,6	3,7,9	N/A	N/A
Child Development	5,13,7	9,15,2	3,4,12	12
Parent Behavior	10,6,2	3,5,4	7,8	N/A

See **Table 13** in **Appendix A** for more information about the pre- and post-test comparisons for each question.

ACT has revised the pre- and post-measure and program evaluation questionnaires; many of these concerns have been addressed by the revisions. However, the ways in which the revised questionnaires will be used is a question that the program should consider; i.e., what is the value of continuing to require that every participant complete onerous pre- and post-measures when the value of the model has already been determined? This question should be weighed against 1) the value of using pre-tests to determine the most appropriate level at which to begin the program, and 2) the need to maintain fidelity to the program model, which will require a monitoring and training strategy.

[9] Portwood and colleagues (2011) conducted follow-up visits after three months of program completion and found that positive outcomes persisted. Some studies have done a follow-up after six months and found positive impact. However, it is hard to say anything beyond six months due to absence of data and research.

CONCLUSION

While the strength of the impact of the workshops varies by topic, facilitator and participant characteristics, it appears that the program was generally effective in improving participants' knowledge and attitudes across all subjects. Furthermore, participants reported satisfaction with the content of the workshops and the facilitators.

The subgroup analysis shows that female participants improved their knowledge and skills in all four areas of curriculum. Male participants improved their knowledge and skills only in media literacy and parental behavior. Interestingly, participants with middle school education improved their knowledge and skills more in media literacy and child development than participants with high school education. Moreover, lower-income participants learned more about media literacy than parents and caregivers with higher incomes. The opposite was true for knowledge about child development: Participants with higher incomes showed greater improvement. Participants ages 18 through 27 showed significant learning in media literacy and child development.

A large number of national studies have been conducted about the effectiveness of PRSK programs (see References on next page) and have found that the program is effective in improving outcomes. This is consistent with the results of this evaluation. Although current evaluation strategies could be continued and further analysis done, a more effective strategy might be to 1) focus efforts on addressing variations in impact among facilitators, and 2) implement a monitoring and training strategy to ensure that the model is being implemented with fidelity.

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APPENDIX A: T-TEST ANALYSIS TABLES

TABLE 7: **Paired T-Test for Scales, by Gender**

| | | PRE | | | POST | | | DIFFERENCE | | |
		ALPHA	MEAN	SD	ALPHA	MEAN	SD	DIFF.	T	DF	% CHANGE
MALE	Parenting Skills	0.69	43.43	5.97	0.71	42.27	6.56	1.26	0.95	22	2.90
	Media LIteracy	0.87	26.61	7.23	0.86	30.04	5.87	–3.43*	–2.44	22	12.85
	Child Development	0.74	58.68	7.49	0.85	61.4	11.05	–2.72	–1.16	24	4.64
	Parent Behavior	0.69	37.27	5.74	0.79	41.5	6.24	–4.23***	–5.32	21	11.35
FEMALE	Parenting Skills	0.72	41.3	7.1	0.68	43.08	6	–1.78***	–3.6	132	4.31
	Media Literacy	0.86	27	6.98	0.85	29.05	5.38	–2.05***	–3.76	109	7.59
	Child Development	0.75	59	9.22	0.79	62.62	9.78	–3.62***	–4.87	129	6.14
	Parent Behavior	0.79	36.65	6.99	0.81	38.56	6.56	–1.91***	–3.93	128	5.21

Note: DF stands for degrees of freedom and equals Number of Observation minus one (n – 1). As noted in the Methodology section, minimum conventional acceptance levels for n is 15 and thus for DF is 14.
*p ≤ 01 **p ≤ 0.05 ***p ≤ 0.001

TABLE 8: **Paired T-Test for Scales, by Race/Ethnicity**

| | | PRE | | POST | | DIFFERENCE | | | |
		MEAN	SD	MEAN	SD	DIFF.	T	DF	% CHANGE
WHITE	Parenting Skills	42.37	7.42	43.27	6.89	–0.90	–1.06	61	2.12
	Media Literacy	26.25	7.13	28.85	5.94	–2.6**	–2.81	47	9.9
	Child Development	58.33	8.43	62.57	9.60	–4.24***	–3.65	62	7.27
	Parent Behavior	36.87	7.33	39.13	7.57	–2.27***	–3.59	59	6.16
AFRICAN AMERICAN	Parenting Skills	40.90	6.38	42.75	5.53	–1.85***	–3.18	80	4.52
	Media Literacy	27.21	6.86	29.47	4.92	–2.26***	–3.41	71	8.31
	Child Development	59.45	9.41	62.83	10.30	–3.38***	–3.36	81	5.69
	Parent Behavior	36.49	6.41	38.81	5.80	–2.33***	–3.55	79	6.39

Note: DF stands for degrees of freedom and equals Number of Observation minus one (n – 1). As noted in the Methodology section, minimum conventional acceptance levels for n is 15 and thus for DF is 14.
*p ≤ 01 **p ≤ 0.05 ***p ≤ 0.001

Appendix A

(continued)

TABLE 9: Paired T-Test for Scales, by Education

		PRE		POST		DIFFERENCE			
		MEAN	SD	MEAN	SD	DIFF.	T	DF	% CHANGE
MIDDLE SCHOOL	Parenting Skills	41.89	6.88	42.73	5.99	−0.83	−1.56	112.00	1.98
	Media Literacy	27.33	6.88	29.29	4.88	−1.96***	−3.34	93.00	7.17
	Child Development	58.55	9.10	62.13	9.76	−3.58***	−4.18	111.00	6.11
	Parent Behavior	36.48	7.17	38.46	6.49	−1.98***	−3.84	107.00	5.43
HIGH SCHOOL	Parenting Skills	39.91	6.73	42.27	5.85	−2.36*	−2.15	32.00	5.91
	Media Literacy	26.72	6.76	28.21	6.97	−1.48*	−2.24	28.00	5.54
	Child Development	59.03	8.63	61.03	10.97	−2.00	−1.19	31.00	3.39
	Parent Behavior	36.88	5.68	39.16	6.20	−2.28**	−2.59	31.00	6.18

Note: DF stands for degrees of freedom and equals Number of Observation minus one (n − 1). As noted in the Methodology section, minimum conventional acceptance levels for n is 15 and thus for DF is 14.

*p ≤ 01 **p ≤ 0.05 ***p ≤ 0.001

TABLE 10: Paired T-Test for Scales, by Income

		PRE		POST		DIFFERENCE			
		MEAN	SD	MEAN	SD	DIFF.	T	DF	% CHANGE
LESS THAN 20K	Parenting Skills	42.48	6.70	43.29	6.01	−0.81	−1.23	83.00	1.91
	Media Literacy	25.64	7.69	28.43	5.91	−2.79***	−3.53	74.00	10.88
	Child Development	58.99	9.58	62.34	9.84	−3.35***	−3.40	79.00	5.68
	Parent Behavior	37.24	6.94	39.00	7.12	−1.77**	−2.89	80.00	4.75
20K–30K	Parenting Skills	40.82	6.99	42.49	4.87	−1.67*	−1.76	38.00	4.09
	Media Literacy	28.23	6.04	30.77	3.67	−2.53**	−2.70	29.00	8.96
	Child Development	57.85	8.67	62.36	9.58	−4.51***	−3.27	38.00	7.8
	Parent Behavior	37.24	6.94	39.00	7.12	−1.77**	−2.89	80.00	4.75

Note: DF stands for degrees of freedom and equals Number of Observation minus one (n − 1). As noted in the Methodology section, minimum conventional acceptance levels for n is 15 and thus for DF is 14.

*p ≤ 01 **p ≤ 0.05 ***p ≤ 0.001

Appendix A
(continued)

TABLE 11: **Paired T-Test for Scales, by Age**

		PRE		POST		DIFFERENCE			
		MEAN	**SD**	**MEAN**	**SD**	**DIFF.**	**T**	**DF**	**% CHANGE**
AGE 18–22	Parenting Skills	45.08	6.29	45.00	6.55	0.08	0.05	11	0.18
	Media Literacy	26.86	7.99	26.57	6.50	0.29	0.20	6	1.06
	Child Development	57.80	9.94	66.00	9.38	–8.2**	–3.39	9	14.19
	Parent Behavior	39.39	6.42	39.77	7.06	–0.39	–0.29	12	0.99
AGE 23–27	Parenting Skills	41.00	5.95	43.39	4.85	–2.39**	–2.38	35	5.83
	Media Literacy	26.21	8.00	31.10	4.22	–4.9***	–3.61	28	18.7
	Child Development	61.12	8.42	64.30	10.11	–3.18*	–2.12	32	5.2
	Parent Behavior	35.51	6.91	39.06	6.72	–3.54***	–3.35	34	9.97
AGE 28–32	Parenting Skills	41.17	7.81	43.52	6.01	–2.36**	–2.36	41	5.73
	Media Literacy	27.60	7.11	30.03	5.10	–2.43**	–2.69	39	8.8
	Child Development	59.93	9.39	61.96	9.16	–2.02	–1.41	43	3.37
	Parent Behavior	37.32	7.00	39.71	6.00	–2.4**	–2.83	37	6.43
AGE 33–37	Parenting Skills	41.63	6.26	42.28	6.68	–0.66	–0.84	31	1.59
	Media Literacy	28.00	5.45	28.24	5.53	–0.24	–0.31	24	0.86
	Child Development	57.61	7.95	63.58	9.71	–5.97***	–4.27	30	10.36
	Parent Behavior	35.80	6.86	38.00	6.84	–2.2*	–2.27	29	6.15
AGE 38–42	Parenting Skills	42.38	7.63	42.81	6.05	–0.44	–0.29	15	1.04
	Media Literacy	27.38	7.85	28.94	7.33	–1.56	–0.97	15	5.7
	Child Development	58.42	9.04	62.37	10.46	–3.95	–1.66	18	6.76
	Parent Behavior	37.87	4.45	39.80	6.16	–1.93	–1.58	14	5.1
AGE 43 & OVER	Parenting Skills	40.89	7.96	40.67	7.02	0.22	0.16	17	0.54
	Media Literacy	24.50	5.90	26.75	4.71	–2.25*	–1.75	15	9.18
	Child Development	56.06	9.66	56.17	10.38	–0.11	–0.05	17	0.2
	Parent Behavior	36.65	7.89	37.85	7.39	–1.20	–1.17	19	3.27

Note: DF stands for degrees of freedom and equals Number of Observation minus one (n – 1). As noted in the Methodology section, minimum conventional acceptance levels for n is 15 and thus for DF is 14.

$*p ≤ 01$ $**p ≤ 0.05$ $***p ≤ 0.001$

Appendix A

(continued)

TABLE 12: **Paired T-Test Comparison for Each Question**

	VARIABLES	PRE		POST		EXPECTED SIGNS	DIFFERENCE		
		M1	SD1	M2	SD2		M1-M2	T	DF
PARENTING	q1	1.76	0.96	1.84	0.99	+	−0.082	−1.03	170
	q2	3.62	1.23	3.87	0.087	−	−0.254**	−2.52	168
	q3	3.92	1.25	4.19	0.95	−	−0.275**	−2.78	170
	q4	3.72	1.19	4.05	1.1	−	−0.329***	−3.38	169
	q5	2.96	1.27	3.48	0.08	−	−0.518***	−5.01	169
	q6	4.31	1	4.5	0.88	−	−0.19*	−2.12	167
	q7	4	1.14	4.15	0.97	−	−0.15	−1.6	166
	q8	2.1	1.1	1.78	0.93	+	0.318***	3.46	169
	q9	2.68	1.05	2.45	0.95	+	0.23**	2.67	169
	q10	2.2	1.2	1.93	1.02	+	0.27***	3.14	165
	q11	1.34	0.77	1.28	0.73	+	0.054	0.82	166
MEDIA	m1	2.38	0.98	2.65	1	−	−0.276***	−3.45	169
	m2	3.36	0.98	3.59	0.76	−	−0.231***	−3.24	168
	m3	3.18	0.75	3.3	0.73	−	−0.12*	−1.84	171
	m4	2.94	0.93	3.12	0.79	−	−0.187**	−2.41	170
	m5	2.73	1.1	3.05	0.89	−	−0.32***	−3.94	166
	m6	2.98	1.23	3.28	1.04	−	−0.3***	−3.16	141
	m7	3.31	1.17	3.49	0.96	−	−0.18*	−2.07	142
	m8	2.8	1.14	3.12	1.04	−	−0.32***	−3.52	149
	m9	3.27	1.12	3.45	0.95	−	−0.18*	−1.97	148
CHILD DEVELOPMENT	s1	2.02	1.08	1.79	0.99	+	0.23**	2.28	164
	s2	4.07	1.15	4.28	0.96	−	−0.21**	−2.37	165
	s3	1.66	0.94	1.62	0.91	+	0.04	0.45	167
	s4	1.44	0.84	1.37	0.75	+	0.07	0.9	167
	s5	2.61	1.42	1.95	1.14	+	0.66***	5.92	167
	s6	3.58	1.29	3.83	1.33	−	−0.25**	−2.54	164
	s7	4.15	1.07	4.48	0.81	−	−0.33***	−4.72	163
	s8	2.34	1.33	2.07	1.2	+	0.26**	2.24	163
	s9	1.66	0.8	1.54	0.78	+	0.12*	1.63	162
	s10	3.56	1.09	3.83	1.08	−	−0.28**	−2.8	162
	s11	3.95	1.02	4.27	0.9	−	−0.32***	−3.75	162
	s12	1.41	0.67	1.5	0.94	+	−0.09	−1.1	163
	s13	2.6	1.01	3.04	1.21	−	−0.45***	−4.41	163
	s14	2.12	0.96	1.85	0.9	+	0.26***	3.2	162
	s15	1.91	0.81	1.72	0.76	+	0.19**	2.34	162
	s16	4.15	0.88	4.42	0.78	−	−0.27***	−4	162

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(continued)

	VARIABLES	PRE		POST			EXPECTED SIGNS	DIFFERENCE		
		M1	SD1	M2	SD2			M1-M2	T	DF
	b1	3.77	1.11	3.98	0.97		–	−0.22**	−2.85	162
	b2	3.38	1.05	3.75	0.97		–	−0.36***	−4.66	161
	b3	3.98	1.08	4.12	0.9		–	−0.14*	−1.77	161
	b4	4.05	1.19	4.24	1.06		–	−0.19*	−2.06	158
PARENTS' BEHAVIORS	b5	3.98	1.06	4.15	0.97		–	−0.17*	−1.92	161
	b6	3.51	1.15	3.88	1.07		–	−0.38***	−4.14	161
	b7	1.95	1.17	1.86	1.14		+	0.09	0.92	161
	b8	4.57	0.82	4.6	0.76		–	−0.03	−0.42	162
	b9	2.05	0.94	1.83	0.77		+	0.23**	2.89	259
	b10	2.7	1.46	3.25	1.41		–	−0.55***	−4.78	158

*$p \leq 01$, **$p \leq 0.05$, ***$p \leq 0.001$

Note 1: *DF stands for degrees of freedom and equals Number of Observation minus one (n – 1). As noted in the Methodology section, minimum conventional acceptance levels for n is 15 and thus for DF is 14.*

Note 2: *If expected sign in this table is positive, it means that the desired answer for the question was 1 and, in order for the improvement to occur, the subtraction of the post-mean from the pre-mean must yield a positive difference. If expected sign is negative, it means that the desired answer was 5, and the pre–post difference was expected to be negative in order for an improvement to occur.*

APPENDIX B: SITE AND FACILITATOR INFORMATION

TABLE 13: Site Statistics — Income

	OBSERVATIONS					INCOME		
	PRE-TEST		POST-TEST			PRE-TEST		POST-TEST
SITES	N	%	N	%	N	MEDIAN	N	MEDIAN
Duquesne Head Start	8	3.2	8	3.8	7	<20,000	5	<20,000
East Allegheny Family Center	12	4.8	11	5.3	11	<20,000	7	<20,000
Family Services	13	5.2	7	3.4	11	<20,000	5	<20,000
Hill House	13	5.2	13	6.3	13	<20,000	12	<20,000
Hilltop Community Children's Center	63	25.4	51	25	61	21,000–30,000	45	21,000–30,000
Hilltop FCC	4	1.6	4	1.9	4	<20,000	4	<20,000
Kingsley Center	8	3.2	6	2.9	8	<20,000	5	<20,000
Lydia's Place	26	10.5	19	9.1	24	<20,000	9	<20,000
McKees Rocks Positive Parenting	6	2.4	6	2.9	5	21,000–30,000	4	30,000–35,000
Mooncrest	1	0.4	1	0.5	1	21,000–30,000	1	21,000–30,000
ParentWISE, New Ken	7	2.8	6	2.9	7	<20,000	6	20,000–25,000
ParentWISE, Tarentum	9	3.6	8	3.8	9	<20,000	8	<20,000
Positive Parenting	20	8.1	15	7.2	18	<20,000	11	<20,000
Sister's Place Clairton	8	3.2	14	6.7	8	<20,000	6	<20,000
Site #7	13	5.2	8	3.8	12	<20,000	7	21,000–30,000
Turtle Creek Valley MH/MR	19	7.7	18	8.7	15	<20,000	13	<20,000
Westmoreland County Prison	18	7.3	13	6.3	18	20,000–25,000	11	21,000–30,000
Total	**248**	**100**	**208**	**100**	**232**	**N/A**	**159**	**N/A**

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(continued)

TABLE 14: **Site Statistics — Age and Education**

	AGE					EDUCATION		
	PRE-TEST		POST-TEST			PRE-TEST		POST-TEST
SITES	N	MEDIAN	N	MEDIAN	N	MEDIAN	N	MEDIAN
Duquesne Head Start	8	30–35	8	28-32	7	Middle School	5	Middle School
East Allegheny Family Center	12	28–32	10	25–30	11	Middle School	7	Middle School
Family Services	13	33–37	7	33–37	11	Middle School	5	Middle School
Hill House	13	28–32	13	28–32	13	Middle School	12	Middle School
Hilltop Community Children's Center	62	28–32	50	28–32	61	Middle School	45	Middle School
Hilltop FCC	4	30–35	4	30–35	4	Middle–High School	4	Middle–High School
Kingsley Center	8	28–32	6	28–32	8	Middle School	5	Middle School
Lydia's Place	25	28–32	19	28–32	24	Middle School	9	Middle School
McKees Rocks Positive Parenting	6	30–35	6	28–32	5	Middle School	4	Middle School
Mooncrest	1	23–27	1	23–27	1	No Information	1	No Information
ParentWISE, New Ken	7	33–37	6	33–37	7	Middle School	6	Middle School
ParentWISE, Tarentum	9	28–32	8	25–30	9	Middle School	8	Middle School
Positive Parenting	20	30–35	14	30–35	18	Middle School	11	Middle School
Sister's Place Clairton	8	25–30	9	33–37	8	Middle School	6	Middle School
Site #7	13	28–32	8	35–40	12	Middle School	7	Middle School
Turtle Creek Valley MH/MR	19	38–42	17	43 & above	15	Middle School	13	Middle School
Westmoreland County Prison	18	33–37	13	33–37	18	Middle School	11	Middle School
Total	**246**	**N/A**	**199**	**N/A**	**232**	**N/A**	**159**	**N/A**

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(continued)

TABLE 15: Site Statistics — Number of Children per Household and Median Age of Child #1

| | MEDIAN # OF CHILDREN PER HOUSEHOLD | | | | MEDIAN AGE OF CHILD #1 | | | |
| | PRE-TEST | | POST-TEST | | PRE-TEST | | POST-TEST | |
SITES	N	MEDIAN	N	MEDIAN	N	MEDIAN	N	MEDIAN
Duquesne Head Start	7	1	5	1	7	4	5	3
East Allegheny Family Center	11	2	7	1	9	5	6	4
Family Services	11	2	5	2	9	5	4	8
Hill House	13	2	12	2	12	7.5	11	7
Hilltop Community Children's Center	61	2	45	2	59	4	45	4
Hilltop FCC	4	2	4	2	4	5	4	5
Kingsley Center	7	3	4	4.5	8	6	5	6
Lydia's Place	23	1	8	1	22	3.5	9	2
McKees Rocks Positive Parenting	5	4	4	3.5	5	5	4	4.5
Mooncrest	1	1	1	1	1	0.5	1	0.5
ParentWISE, New Ken	7	1	6	1	6	7	6	7
ParentWISE, Tarentum	8	3	7	3	9	5	8	5
Positive Parenting	18	3	11	3	18	3.5	11	3
Sister's Place Clairton	8	2	6	2	8	3	6	3
Site #7	12	2	7	2	11	4	6	5
Turtle Creek Valley MH/MR	15	2	13	2	13	4	12	4
Westmoreland County Prison	17	1	11	2	15	6	11	6
Total	**228**	**N/A**	**156**	**N/A**	**216**	**N/A**	**154**	**N/A**

TABLE 16: Number of Participants per Facilitator

FACILITATOR	N	%	FACILITATOR	N	%
F1	29	10.3%	F10	57	20.2%
F2	27	9.6%	F11	13	4.6%
F3	9	3.2%	F12	14	5.0%
F4	10	3.5%	F13	9	3.2%
F6	34	12.1%	F14	13	4.6%
F7	26	9.2%	F15	22	7.8%
F8	4	1.4%			
F9	15	5.3%			

Appendix B

(continued)

TABLE 17: Pre- to Post-Measure Difference by Facilitator

		PRE		POST		DIFFERENCE			PRE		POST		DIFFERENCE			
		MEAN	SD	MEAN	SD	DIFF.	T	DF	MEAN	SD	MEAN	SD	DIFF.	T	DF	
F1	Parenting Skills	40	6.67	41.36	5.94	–1.36	–0.6	13	37.86	7.29	37.14	7.13	0.71	0.21	6	F9
	Media Literacy	28.21	5.48	29.57	4.47	–1.36	–1.3	13	26.17	5.49	27	5.66	–0.83	–0.4	5	
	Child Development	60.41	7.68	58.59	9.79	1.82	0.88	16	62.8	5.54	66	4.36	–3.2	–0.8	4	
	Parent Behavior	36.13	6.76	37.38	5.99	–1.25	–1	15	37.57	8.5	36.29	6.52	1.29	0.72	6	
F2	Parenting Skills	44.76	6.33	43.94	6.18	0.82	0.96	16	41.8	6.6	44.35	5.15	–2.55***	–3.3	39	F10
	Media Literacy	30.25	2.63	32.25	2.83	–2*	–2.5	11	30.47	3.63	31.27	4.14	–0.8	–1.2	29	
	Child Development	54.65	6.5	61.06	9.28	–6.41***	–3.3	16	59.66	8.43	66.07	10.1	–6.41***	–4.2	40	
	Parent Behavior	36.94	6.77	39.94	7.37	–3**	–2.4	15	37.31	6.15	40.31	6.03	–3***	–4	41	
F3	Parenting Skills	42.5	6.93	40.88	5.77	1.63	1.33	7	43.6	7.6	42.4	4.77	1.2	0.72	4	F11
	Media Literacy	25.57	7.91	28.43	8.02	–2.86	–1.2	6	27.25	8.77	29.25	6.95	–2	–0.6	3	
	Child Development	61	11.1	65.29	12.1	–4.29	–1.7	6	58.14	5.46	60.86	7.78	–2.71	–1.1	6	
	Parent Behavior	36.71	8.79	36.14	6.26	0.57	0.21	6	38.8	10.2	38.2	8.35	0.6	0.38	4	
F4	Parenting Skills	42.4	4.04	44	3.39	–1.6	–1.1	4	36.55	6.47	42.55	4.78	–6**	–3.2	10	F12
	Media Literacy	32	7.87	30.2	4.27	1.8	0.97	4	24.45	6.99	28.73	3.32	–4.27*	–2.1	10	
	Child Development	63.6	10.9	65.8	11.4	–2.2	–0.9	4	50.1	9.53	57.9	8.14	–7.8*	–2.2	9	
	Parent Behavior	34.2	7.19	39.4	1.52	–5.2	–1.7	4	31.4	6.83	35.5	3.27	–4.1*	–2.1	9	
F6	Parenting Skills	45.63	5.66	48.5	6.28	–2.88	–1.6	7	44	5.48	45.25	2.5	–1.25	–0.6	3	F13
	Media Literacy	20.57	8.5	25.14	8.47	–4.57	–1.2	6	29	6.04	30.6	3.65	–1.6	–1.4	4	
	Child Development	60.22	11.9	66	11.5	–5.78*	–2.5	8	61.8	5.4	58	8.43	3.8	0.78	4	
	Parent Behavior	38.5	7.31	41	9.55	–2.5	–1.5	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
F7	Parenting Skills	42	7.77	41.27	7.38	0.73	0.39	10	36.38	5.5	40.13	5.28	–3.75*	–2.4	7	F14
	Media Literacy	25.2	9.64	26.2	6	–1	–0.5	9	24.2	7.89	27.8	3.03	–3.6	–1.2	4	
	Child Development	55.57	9.41	56.14	8.43	–0.57	–0.2	6	60.75	8.01	57.75	10	3	1.15	7	
	Parent Behavior	36.5	7.49	37.7	8.65	–1.2	–0.6	9	36.43	6.13	39.14	5.15	–2.71*	–2.4	6	
F8	Parenting Skills	44.75	10.3	40.25	6.45	4.5	1.55	3	41.31	7.35	43.54	7.91	–2.23	–1.2	12	F15
	Media Literacy	20	10.2	24	10.1	–4	–0.7	3	23.25	6.98	28.58	6.27	–5.33**	–2.6	11	
	Child Development	61.5	10.9	68	11.6	–6.5	–1.2	3	60.25	10.3	60.75	9.25	–0.5	–0.3	11	
	Parent Behavior	36.75	8.38	39	6.98	–2.25	–1.4	3	38.54	5.39	40.62	7.51	–2.08	–1.1	12	

Note: DF stands for degrees of freedom and equals Number of Observation minus one (n – 1). As noted in the Methodology section, minimum conventional acceptance levels for n is 15 and thus for DF is 14.

*p ≤ 01, **p ≤ 0.05, ***p ≤ 0.001

APPENDIX C: PRE- AND POST-PROGRAM QUESTIONNAIRES

ID#:_____/_____/_____

act
against violence

PARENTS RAISING SAFE KIDS PROGRAM
EVALUATION LEVEL I—PRE-PROGRAM MEASURE

Please tell us a little about yourself and your family so we know who is attending the program.

1. What is your date of birth?   _____/_____/_____
                                        Month   Day   Year

2. What is your gender?   ☐ Male   ☐ Female

3. What is your race/ethnic group?
   ☐ African American   ☐ American Indian/   ☐ Asian/Pacific Islander
                              Alaska Native
   ☐ Latino/Latina   ☐ White/   ☐ Mixed race/ethnicity
                              European American

4. What is the highest grade/level of education you have completed?
   ☐ Elementary school   ☐ College degree
   ☐ Middle school   ☐ Graduate degree
   ☐ High school/GED   ☐ None was completed

5. What is your household annual income?
   ☐ Less than $20,000   ☐ Between $21,000   ☐ Between $31,000
                              and $30,000   and $40,000
   ☐ Between $41,000   ☐ More than $51,000
     and $50,000

6. How many adults live in your household?_____

7. How many children live with you?_____

8. What are their ages?_____

9. For this evaluation, select <u>one</u> of your children between the ages of 0 to 8 years old about whom you will answer the evaluation questions.
   What is the age of that child?_____
   What is the gender?   ☐ Male   ☐ Female
   What is your relationship to that child?
   ☐ Parent   ☐ Foster parent
   ☐ Adoptive parent   ☐ Grandparent
   ☐ Step-parent   ☐ Other relative
                              (e.g. aunt, uncle)

1

Appendix C

(continued)

PRE-PROGRAM MEASURE
I. ABOUT PARENTING

DIRECTIONS:
For each item, circle the number that best describes your style of parenting during the past 2 months with the child you indicated on the cover sheet.

Numbers 1 and 2 indicate your behavior is closer to the statement on the left, number 3 indicates the middle, and numbers 4 and 5 indicate your behavior is closer to the statement on the right.

1. When my child misbehaves...

| I do something right away. | 1 | 2 | 3 | 4 | 5 | I do something about it later. |

2. When I am upset or under stress...

| I am picky and on my child's back. | 1 | 2 | 3 | 4 | 5 | I am no pickier than usual. |

3. When my child misbehaves...

| I usually get into a long argument with my child. | 1 | 2 | 3 | 4 | 5 | I don't get into an argument. |

4. When my child misbehaves...

| I give my child a long lecture. | 1 | 2 | 3 | 4 | 5 | I keep my talks short and to the point. |

5. When my child misbehaves...

| I raise my voice or yell. | 1 | 2 | 3 | 4 | 5 | I speak to my child calmly. |

(CONTINUES ON NEXT PAGE)

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Appendix C

(continued)

6. After there's been a problem with my child...

I often hold a grudge.   1   2   3   4   5   Things get back to normal quickly.

7. When there's a problem with my child...

Things build up and I do things I don't mean to do.   1   2   3   4   5   Things don't get out of hand.

8. When my child misbehaves, I spank, slap, grab, or hit my child...

Never or rarely.   1   2   3   4   5   Most of the time.

9. When my child misbehaves...

I handle it without getting upset.   1   2   3   4   5   I get so frustrated or angry that my child can see I am upset.

10. When my child misbehaves...

I rarely use bad language or curse.   1   2   3   4   5   I almost always use bad language.

11. When my child does something I don't like, I insult my child, say mean things, or call my child names...

Never or rarely.   1   2   3   4   5   Most of the time.

3

Appendix C

(continued)

PRE-PROGRAM MEASURE
II. ABOUT MEDIA

Directions:
For each statement below, circle one number to the right of each statement to indicate how often you do this.

How often do you...?	**Never**	**Some-times**	**Often**	**Always**
1. Limit the time TV is on in your house	1	2	3	4
2. Switch channels from inappropriate programs	1	2	3	4
3. Watch TV or movies with your child	1	2	3	4
4. Talk to your child about what he or she is watching	1	2	3	4
5. Explain to your child the reality behind TV programs, commercials, or movies	1	2	3	4
6. Limit the time your child spends on the Internet	1	2	3	4
7. Monitor what Web sites your child visits	1	2	3	4
8. Limit the time your child plays video games	1	2	3	4
9. Control which video games your child plays	1	2	3	4

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Appendix C

(continued)

PRE-PROGRAM MEASURE
III. ABOUT CHILD DEVELOPMENT

DIRECTIONS:
Below are four stories about behaviors that are common to children. For each story, there are four statements about why the behavior occurred or what the parent should do.

Please circle one of the numbers to the right of each statement that indicates how much you agree or disagree with the statement.

Story 1

An 18-month-old boy sees his mother leaving the house to go shopping. Even though the mother has left the child with an adult he knows and likes, he won't stop crying.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. The child doesn't understand that the mother will return.	1	2	3	4	5
2. The child is trying to stop the mother from doing something she likes.	1	2	3	4	5
3. The child has a strong attachment to the mother and doesn't like to be away from her.	1	2	3	4	5
4. The mother should give the boy a warm hug, tell him she will be back, and leave.	1	2	3	4	5

Story 2

A father is with his 2-year-old son in the grocery store. The boy grabs a box of candy; the father asks him to put it back on the shelf. The boy starts to scream, hits the father, and falls on the floor in a tantrum.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. The child is upset and doesn't know how to use his words well yet, so he throws a tantrum.	1	2	3	4	5
2. The child is trying to manipulate his father by embarrassing him.	1	2	3	4	5
3. The father should hit the boy back to teach him a lesson.	1	2	3	4	5
4. The father should try to ignore the tantrum if the child is not in danger.	1	2	3	4	5

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Appendix C

(continued)

Story 3

A 3-year-old girl is struggling to put on her rain boots. When her mother tries to help, the girl screams, "No, me do it!" and continues to force the foot into the wrong boot. The child throws the boot and breaks a photo frame that was on the table.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. The child is trying to show her independence.	1	2	3	4	5
2. The child is being difficult and stubborn.	1	2	3	4	5
3. The mother should swat the child's bottom for breaking the photo frame.	1	2	3	4	5
4. The mother should say, "I know you are frustrated. I know you can do it yourself. Why don't you try the boot on the other foot?"	1	2	3	4	5

Story 4

Two 4-year-old boys, Justin and Brandon, are waiting in a long line with their parents to get movie tickets. They are fighting. Brandon is pulling Justin's arm; Justin is crying and holding a toy out so Brandon can't reach it.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. The boys should be reprimanded for making a scene in public.	1	2	3	4	5
2. Children this age still need help using words to resolve their conflicts with others.	1	2	3	4	5
3. The parents should talk to the boys and keep them from getting bored or restless while waiting.	1	2	3	4	5
4. A parent should swat Brandon's arm to teach him a lesson.	1	2	3	4	5

6

Appendix C

(continued)

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PRE-PROGRAM MEASURE
IV. ABOUT PARENTS' BEHAVIORS

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DIRECTIONS:
For each statement below, please circle one number to the right of each statement to indicate how much you agree or disagree.

	Never	Sometimes	Often	Very often	Always
1. I pay attention to what I say and do in front of my children.	1	2	3	4	5
2. I control my anger when I have difficulties with my children.	1	2	3	4	5
3. I teach my children how to resolve conflicts with other people using words, not violence.	1	2	3	4	5
4. I limit how much violence my children can see on TV, in movies, and in games.	1	2	3	4	5
5. I help my children express their feelings and understand the feelings of others.	1	2	3	4	5
6. I calm myself down when I am angry so my children can learn how to do the same.	1	2	3	4	5
7. I tell my children to fight or hit back if others insult or hit them.	1	2	3	4	5
8. I praise my children when they behave well and do good things.	1	2	3	4	5
9. I spank, hit, or yell at my children when they misbehave or do something bad.	1	2	3	4	5
10. I participate in community or school efforts to prevent or reduce violence in my community.	1	2	3	4	5

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Appendix C

(continued)

POST-PROGRAM MEASURE
I. ABOUT PARENTING

act
against violence

ID#: _____/_____/_____

Your date of birth _____/_____/_____   **NUMBER OF SESSIONS ATTENDED:** _____
　　　　　　　　　　　　　　Month　Day　　Year

DIRECTIONS:
For each item, circle the number that best describes your style of parenting during the past 2 months with the child you indicated on the cover sheet.

Numbers 1 and 2 indicate your behavior is closer to the statement on the left, number 3 indicates the middle, and numbers 4 and 5 indicate your behavior is closer to the statement on the right.

1. When my child misbehaves...

| I do something right away. | 1 | 2 | 3 | 4 | 5 | I do something about it later. |

2. When I am upset or under stress...

| I am picky and on my child's back. | 1 | 2 | 3 | 4 | 5 | I am no pickier than usual. |

3. When my child misbehaves...

| I usually get into a long argument with my child. | 1 | 2 | 3 | 4 | 5 | I don't get into an argument. |

4. When my child misbehaves...

| I give my child a long lecture. | 1 | 2 | 3 | 4 | 5 | I keep my talks short and to the point. |

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Appendix C

(continued)

5. When my child misbehaves…

I raise my voice or yell.   1   2   3   4   5   I speak to my child calmly.

6. After there's been a problem with my child…

I often hold a grudge.   1   2   3   4   5   Things get back to normal quickly.

7. When there's a problem with my child…

Things build up and I do things I don't mean to do.   1   2   3   4   5   Things don't get out of hand.

8. When my child misbehaves, I spank, slap, grab, or hit my child…

Never or rarely.   1   2   3   4   5   Most of the time.

9. When my child misbehaves…

I handle it without getting upset.   1   2   3   4   5   I get so frustrated or angry that my child can see I am upset.

10. When my child misbehaves…

I rarely use bad language or curse.   1   2   3   4   5   I almost always use bad language.

11. When my child does something I don't like, I insult my child, say mean things, or call my child names…

Never or rarely.   1   2   3   4   5   Most of the time.

2

Appendix C

(continued)

POST-PROGRAM MEASURE
II. ABOUT MEDIA

Directions:
For each statement below, circle one number to the right of each statement to indicate how often you do this.

How often do you...?	**Never**	**Some-times**	**Often**	**Always**
1. Limit the time TV is on in your house	1	2	3	4
2. Switch channels from inappropriate programs	1	2	3	4
3. Watch TV or movies with your child	1	2	3	4
4. Talk to your child about what he or she is watching	1	2	3	4
5. Explain to your child the reality behind TV programs, commercials, or movies	1	2	3	4
6. Limit the time your child spends on the Internet	1	2	3	4
7. Monitor what Web sites your child visits	1	2	3	4
8. Limit the time your child plays video games	1	2	3	4
9. Control which video games your child plays	1	2	3	4

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Appendix C

(continued)

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POST-PROGRAM MEASURE
III. ABOUT CHILD DEVELOPMENT

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DIRECTIONS:

Below are four stories about behaviors that are common to children. For each story, there are four statements about why the behavior occurred or what the parent should do.

Please circle one of the numbers to the right of each statement that indicates how much you agree or disagree with the statement.

Story 1

An 18-month-old boy sees his mother leaving the house to go shopping. Even though the mother has left the child with an adult he knows and likes, he won't stop crying.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. The child doesn't understand that the mother will return.	1	2	3	4	5
2. The child is trying to stop the mother from doing something she likes.	1	2	3	4	5
3. The child has a strong attachment to the mother and doesn't like to be away from her.	1	2	3	4	5
4. The mother should give the boy a warm hug, tell him she will be back, and leave.	1	2	3	4	5

Story 2

A father is with his 2-year-old son in the grocery store. The boy grabs a box of candy; the father asks him to put it back on the shelf. The boy starts to scream, hits the father, and falls on the floor in a tantrum.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. The child is upset and doesn't know how to use his words well yet, so he throws a tantrum.	1	2	3	4	5
2. The child is trying to manipulate his father by embarrassing him.	1	2	3	4	5
3. The father should hit the boy back to teach him a lesson.	1	2	3	4	5
4. The father should try to ignore the tantrum if the child is not in danger.	1	2	3	4	5

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Appendix C

(continued)

Story 3

A 3-year-old girl is struggling to put on her rain boots. When her mother tries to help, the girl screams, "No, me do it!" and continues to force the foot into the wrong boot. The child throws the boot and breaks a photo frame that was on the table.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. The child is trying to show her independence.	1	2	3	4	5
2. The child is being difficult and stubborn.	1	2	3	4	5
3. The mother should swat the child's bottom for breaking the photo frame.	1	2	3	4	5
4. The mother should say, "I know you are frustrated. I know you can do it yourself. Why don't you try the boot on the other foot?"	1	2	3	4	5

Story 4

Two 4-year-old boys, Justin and Brandon, are waiting in a long line with their parents to get movie tickets. They are fighting. Brandon is pulling Justin's arm; Justin is crying and holding a toy out so Brandon can't reach it.

	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
1. The boys should be reprimanded for making a scene in public.	1	2	3	4	5
2. Children this age still need help using words to resolve their conflicts with others.	1	2	3	4	5
3. The parents should talk to the boys and keep them from getting bored or restless while waiting.	1	2	3	4	5
4. A parent should swat Brandon's arm to teach him a lesson.	1	2	3	4	5

5

Appendix C

(continued)

POST-PROGRAM MEASURE
IV. ABOUT PARENTS' BEHAVIORS

DIRECTIONS:
For each statement below, please circle one number to the right of each statement to indicate how much you agree or disagree.

	Never	Sometimes	Often	Very Often	Always
1. I pay attention to what I say and do in front of my children.	1	2	3	4	5
2. I control my anger when I have difficulties with my children.	1	2	3	4	5
3. I teach my children how to resolve conflicts with other people using words, not violence.	1	2	3	4	5
4. I limit how much violence my children can see on TV, in movies, and in games.	1	2	3	4	5
5. I help my children express their feelings and understand the feelings of others.	1	2	3	4	5
6. I calm myself down when I am angry so my children can learn how to do the same.	1	2	3	4	5
7. I tell my children to fight or hit back if others insult or hit them.	1	2	3	4	5
8. I praise my children when they behave well and do good things.	1	2	3	4	5
9. I spank, hit, or yell at my children when they misbehave or do something bad.	1	2	3	4	5
10. I participate in community or school efforts to prevent or reduce violence in my community.	1	2	3	4	5

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APPENDIX D: PROGRAM EVALUATION QUESTIONNAIRE

ID#:____/____/____

act
against violence

PARENTS RAISING SAFE KIDS PROGRAM
PROGRAM EVALUATION QUESTIONNAIRE

This questionnaire is part of our evaluation of the parent program. The information you provide here will help us improve the program.

Date ____/____/____
Month Day Year

City _____

State:_____

1. Please put a checkmark in a box to the right of each statement to let us know if you agree or disagree with the following statements.

Regarding the program	Strongly Disagree	Disagree	Don't Know	Agree	Strongly Agree
a. The facilitators knew the content covered in the classes very well.	☐	☐	☐	☐	☐
b. The facilitators were friendly and helpful.	☐	☐	☐	☐	☐
c. I like the program because it gave me many options for how to be a good parent.	☐	☐	☐	☐	☐
d. I will use the techniques I learned in the program.	☐	☐	☐	☐	☐
e. I am confident that I will be a better parent with what I learned in the program.	☐	☐	☐	☐	☐
f. I would recommend this program to others.	☐	☐	☐	☐	☐
g. I would like to continue meeting as a group.	☐	☐	☐	☐	☐

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1

Appendix D

(continued)

2. What did you learn in the parent program that was most helpful to you?
Check only 3 boxes.

☐ Group discussions
☐ Role plays
☐ Homework sheets
☐ Handouts
☐ Facilitator's explanations
☐ PowerPoint slides
☐ Activities (Wheel of Feelings, airplane, collage, etc.)
☐ Use of videos
☐ Other. Write your answer here: _____

3. What did you like most about the parent program?
Check only 3 boxes.

☐ Making new friends
☐ Learning new things
☐ Materials are good and easy to read
☐ Food and snacks
☐ Prizes and treats
☐ Facilitator's friendly attitude
☐ Other. Write your answer here: _____

4. What would you change in the parent program you just completed?

_____

_____

_____

_____

_____

_____

_____

Thank you!

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