

Table 2 version 2

Principles of a Good Family Skills Training Program UNODC 2009

<p>Principle 1: A family skills training program should be based on theory about which causes of substance abuse would be addressed by the program and a theory of why the proposed interventions would be effective in addressing them.</p>	<p>The theoretical base of <i>Celebrating Families!</i>[™] (<i>CF!</i>) is that substance abuse/addiction has genetic and environmental components. <i>CF!</i> focuses on increasing protective (resiliency factors) and decreasing risk factors. Its research base includes: Risk & Protective Factors, attachment, trauma, developmental assets (Search Institute), and addressing learning differences, impact of in-utero exposure and cognitive deficits. <i>CF!</i> is one of the few family-based, trauma-informed, skill building curriculums specifically addressing addiction listed on Substance Abuse & Mental Health Services Agency's (SAMHSA) National Registry of Evidence Based Programs & Practices (NREPP).</p>
<p>Principle 2: A family skills training program should be based on a Needs Assessment.</p>	<p><i>CF!</i> was written specifically for families dealing with addiction or at risk due to living in high-risk environments.</p>
<p>Principle 3: Family skills training program should be matched to level of risk of target population.</p>	<p><i>CF!</i> is a tiered or multi-level prevention program. It can be universal, indicated or selective. Although originally developed and evaluated as an indicated program for families mandated to participate by dependency drug courts and treatment centers, <i>CF!</i> has been used in school settings and shown effective with non-identified families (general population) as a universal program.</p>
<p>Principle 4: A family skills training program should be matched to the age and level of development of children in the target population.</p>	<p>There are specific age-groups for every family member: 0-17 and parents/caregivers/grandparents. Sessions consist of: (1) a Family Meal; (2) age-appropriate groups addressing similar topic; and (3) a Family Activity which includes reading to children, family centering and agreements, a topic-related activity, and closing. The early childhood component (for families with children 0-3 years) has an additional parent/infant or child interaction and addresses: strengthening relationships (attachment); increasing children's sense of empowerment and self-regulation; enrichment of the environment by reducing/preventing children's risk factors of toxic stress, abuse, and adverse childhood experiences</p> <p>School-aged children learn: Components of Healthy Living; Centering; Nutrition & Impact of Sugar; Communication: "I" messages, Active Listening; Identification and Appropriate Expression of Feelings; Anger Management, Reducers, Keeping Out of Fights; Information on: Alcohol, Tobacco & Other Drugs (ATOD); Addiction; media and advertising; Brain Chemistry; Impact on Addiction on Family; and Truth Statements; Goal Setting; Problem Solving; Wonder of the World; Choosing Safe & Trustworthy Friends; Finding Safe People; Facts about Domestic/Dating/Family Violence; Recognizing and Establishing Boundaries; Saying NO to Others. Insights: Benefit of Helping Others; Knowledge We Are Part of Something Larger than Ourselves; Personal & Family Values Clarification; Recognizing and Celebrating Each Person's Uniqueness and Personal Power.</p> <p>Parents learn the above plus: Strengthening of Family Relationships Through Family Meals and Activities; Affirming, Encouraging Children: Importance of 1-on-1 Time with Children, Saying "I love you"; Reading; Talking to Children about ATOD; Dangers of Children/Adolescents' use of ATOD; Attachment-Based Limit Setting, Bullying & Power& Control; Relapse and Staying Safe; Protecting</p>

	Children: Safety Planning, Good Nutrition, Sufficient Sleep, Taking action on their behalf. Information on: What Can Recovering Parents Do; Risk & Protective Factors; Nurturing Parenting; Becoming a Safe Family; Avoiding Conflicts with Children; Learning Differences & Supporting Children.
Principle 5: The intensity and duration of a family skills training program should be adequate.	<i>Celebrating Families!</i> [™] consists of 16 sessions of 2.5 hours each: 30 minutes for meal; 90 minutes for age groups; and 30 minute Family Activity. For families with children 0-3 there is a 30-minute Interaction time. Curriculum is divided into four components: Developing Trust (Sessions 1-5), Addressing Addiction and ATOD (Sessions 6-8), Becoming a Safe Family (Sessions 9-13), Preparing for Graduation (Sessions 14-16). Retention of families has been high.
Principle 6: Family skills training program sessions should use interactive activities and techniques, with groups of no more than 8-12 families.	<i>Celebrating Families!</i> [™] is written for 8-10 families. Multi-modal teaching is used to introduce concepts/skills; role-plays supporting the learning. Skills are taught with discussion of the Skill, skill steps, demonstration and role-playing.
Principle 7: A family skills training program should provide parents with the skills and opportunities to strengthen positive family relationships and family supervision and monitoring, and assist them in communicating family values and expectations	<i>CF!</i> 's effect sizes ranges between .96 (family interventions) to .82 (family skill building) (Kumpfer, R Alvarado, H Whiteside, 2003). <i>CF!</i> engages all family members from infancy to adult in learning skills while addressing child maltreatment, family violence, and addiction/recovery issues (SAMHSA. gov). Outside evaluation found that <i>CF!</i> has a positive effect size: <ul style="list-style-type: none"> • family organization, cohesion, strengths and resilience; and family communication • parenting involvement, supervision, efficacy, and positive style (LutraGroup 2007).
A. Content and skills for parents Teaching parents to be responsive. Teaching parents to provide structure.	<i>CF!</i> parent/caregiver group teaches: <ul style="list-style-type: none"> • Importance and skills of: affirming and encouraging; 1-on-1 time, telling children “I love you”; reading to children; identification/appropriate expression of feelings; strengthening family relationships through family meals and time activities; Nurturing Parenting; centering; anger management, keeping out of fights, avoiding conflicts (especially with children); Responsive Parenting; recognizing and celebrating each person’s uniqueness and personal power; Recognizing and clarifying personal and family values. • Turn-taking with young children (talking, playing, reading, drawing). • Skills of: setting attachment-based, clear, consistent, age-appropriate limits and consequences; how to set clear age-appropriate rules/boundaries; recognizing, clarifying, and discussing personal/family values; decision making, problem solving; protecting children: bullying, safety planning, nutrition, sleep, taking action on their behalf; setting of family agreements and rules. • Importance of: routines and consistency; Active parenting – thinking ahead and visible monitoring of children.
Teaching parents to become involved in their children’s school and studies and community.	<ul style="list-style-type: none"> • Skill of advocating for children in the school system, especially if they have learning differences or were exposed in-utero. • Importance of regular medical check-ups and sharing with medical professionals family medical history and concerns; Communication skills; Connection to resources that can help parents advocate for their children and creating a family resource list.

<p>B. Content and skills for children</p> <p>Content and skills related to self</p> <ol style="list-style-type: none"> 1. To strengthen their emotional capabilities 2. To acquire motivation and orientation to the future 3. To build their self-esteem 4. To acquire problem-solving skills 5. Make decisions, weigh options and plan how to reach goals; 6. Monitor their emotions, behavior and thoughts. <p>To care for themselves:</p> <ol style="list-style-type: none"> 7. Take care of their own body, health and appearance by learning about the importance of cleanliness, exercise and a healthy diet; 8. Know effects of substances on brain and on physical development, behaviors, emotions, cognitive abilities, appearance, health, friendships, family relationships, school/academic performance and future options. <p><u>C. Content and skills related to children’s relationships to other people</u></p> <ol style="list-style-type: none"> 9. To build social relationships 10. To respect others 11. To communicate effectively 12. To resist peer pressure 13. To read the social context 14. To acquire academic skills 	<p><i>CF!</i> has groups for children 0-18 months, 2-3, 4-6, 7-10, pre-adolescent and adolescent, which teach/include:</p> <ol style="list-style-type: none"> 1. Identification/appropriate expression of feelings; centering, impulse-control, anger management, avoiding conflicts, saying NO; Acts of Kindness (doing something kind for another person); communication skills: “I” messages and active listening. 2. “Past, present, and future” and “Dreams” exercises; Values Clarification. 3. Recognizing/celebrating each person’s uniqueness and personal power; recognition of ANTS (automatic negative thoughts) exercise; Building sense of confidence and feeling of success thru trauma-informed teaching. 4.& 5. Decision making, problem solving and Goal Setting, including taking small steps. 6. Identification/expression of feelings, centering, impulse-control, avoiding conflicts, dealing with ANTS 7. Components of Healthy Living including importance of physical, spiritual, psychological and social aspects of life. Session 3 specifically address nutrition and exercise, including the impact of sugar on brain chemistry. 8. Each session, the impact of substances is referred to. Three sessions cover in depth. 9. Choosing Safe and Trustworthy Friends; How to be A Good Friend; Finding Safe People; Recognizing and Establishing Boundaries; Communication and Appropriate Expression of Feelings and exploring <i>What Kind of Friend Are You?</i> 10. Recognizing and Celebrating each Person’s Uniqueness and Personal Power; Acts of Kindness; Knowledge Part of Something Larger than Ourselves. 11. Communication: Active Listing; Use of “I” messages; Finding Safe People, Saying NO; Asking for Help; Anger Management, Keeping Out of Fights, Avoiding Conflicts. 12. Facts about ATOD, addiction, and its impact on individuals and families; Skill of Choosing Good Friends; Circle of Friends (identifying who is important in your life and who uses ATOD). 13. Skill of Safe/Trustworthy Friends; How to Be A Good Friend; Circle of Friends; Truth Statements: I cannot control, cure or change another person, I am responsible for myself; and Boundaries: My Body Belongs to Me.
<p><u>D. Content and skills for families</u></p> <ol style="list-style-type: none"> 1. To acquire communication skills 2. To set limits and provide structure for family life 3. To maintain goals for the future of the family, 	<p>In Family Activity families practise</p> <ol style="list-style-type: none"> 1. Affirming each other; communication skills; organizing their Family Night; and discussing/interacting with activities related to ATOD and healthy relationships. 2. Setting of age-appropriate family chores; practicing attachment-based disciplinary methods learned in Parent/Caregiver group during Family Meal and Activity. 3. Setting a Healthy Living Family Goal, followed up weekly; planning weekly Family Nights; clarifying and setting family values.

<p>Principle 8: A family skills training program should focus resources on recruiting and retaining families, including reaching them at important transition points</p>	<p><i>Celebrating Families!</i>[™] was written for families in Dependency Drug Courts, with identified substance use disorders and impacted by child abuse and family violence, and implemented as families prepared for or were reunified. It has been used in treatment centers and school-based settings in high-risk communities with non-identified families.</p>
<p>Principle 9: A family skills training program should be chosen on the basis of its level of evidence of effectiveness.</p>	<p><i>Celebrating Families!</i>[™] is listed on SAMHSA’s National Registry of Evidence-Based Programs & Practices; as a preferred program by SAMHSA’s Request for Children Affected by Methamphetamine in Families; and is implemented by over 80 sites throughout the US. Evaluation studies indicate <i>CF!</i> has significant impact: “9 of 10 parenting and family outcomes were statistically significantly increased - normally not possible in research” (Kumpfer, 2007). <i>CF!</i> significantly reduced time to reunification to 6-12 months while increasing reunification rates to 73%, from national rate of 33% (Quittan 2004 & Brooks, 2013) and increased family communication, cohesion, strengths and resilience; parenting involvement, supervision, efficacy, and positive parenting style. (LutraGroup, 2007).</p>
<p>Principle 10: A family skills training program replicated in a different community from that in which it was developed should be adapted to meet the cultural and socio-economic needs of the target population through a well-resourced, careful and systematic process</p>	<p><i>Celebrating Families!</i>[™] always partners with implementation sites to most appropriately serve participants. Once trained, a site is encouraged to implement <i>CF!</i> with Fidelity, then to make appropriate changes to match their community. <i>CF!</i> has been implemented with various ethnic groups in the United States with proven success.</p> <ul style="list-style-type: none"> • Findings indicated that all participants showed significant improvement and that Hispanics showed more improvement compared to non-Hispanics. <i>CF!</i> may be effective among different ethnic groups and may be a valuable resource for practitioners working in ethnically diverse communities. Similar programs might learn from the strategies and curriculum offered by <i>CF!</i> (Coleman, 2006) • <i>CF!</i> has been shown to be as effective as a family-centered intervention for Spanish-speaking participants as for White participants (Sparks, Tisch & Gardener, 2013). • In a small prospective study, pre and post-test scores were analyzed into White and African American groups. Due to small sample size, results could not be called statistically significant. However, the direction of the responses showed that the AA group made changes at least as positive as the W group and even more positive in some of the behaviors. (Sparks 2014) <p><i>Keys to Healthy Families</i> program, the precursor program to <i>CF!</i>, was written for Russian NGO’s and implemented in Russia with success.</p>
<p>Principle 11: A family skills training program should provide adequate training and ongoing support for carefully selected staff.</p>	<p>Training and implementation support is available through National Association for Children of Alcoholics. Implementation materials were ranked by NREPP evaluators at 4.0 of 4.0; Training & Support Services at 3.8.</p>
<p>Principle 12: A family skills training program should include strong and systematic monitoring and evaluation components.</p>	<p>Evaluation Instruments and Fidelity Forms specific to the program are available through NACoA.</p>