
Family Organization Handbook

Compiled by the

**Federation of Families for Children's
Mental Health Issues, Colorado Chapter**

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Recruitment

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Retention and Follow-up Strategy

Planning

Consider Evaluation Resources

- Efficiency can reduce burden – monetary and staff time
- Limit need for more costly or time consuming strategies that would be needed if families can't be found
- What is available for incentives (monetary or non-monetary, gifts, coupons, food vouchers)?

Staff and Interviewers

Hire quality staff and provide proper training and incentives

- Hire the right people
- Friendliness, likeability, ethical conduct, attentiveness to detail, respect for participants
- Consider incentives for staff/interviewers to be successful in contacting families
- Consider relationships between interviewer and family
- Thorough training on evaluation, interviews, personal interactions, methods for follow-up
- Regular meetings to review progress: interviews, attempts to contact
- Pay attention to safety concerns, have protocols in place

Retention - Value Family Participation

1. Take time to find out what is important to families in your community
 - Informal conversations
 - Focus groups
 - Know your community
2. Value and respect families' time and efforts
 - Value the contribution to research family is making
 - Support families' sense of self-worth in contributing to evaluation
3. Present the evaluation in a positive light at recruitment
 - Staff needs to feel positive about evaluation and their work
 - Fewer intermediaries in introducing evaluation improve recruitment success
4. Establish rapport early
5. Establish trust with families

- Quality of relationship between valuation staff and family
 - Assurance of privacy and confidentiality
6. Positive interactions between staff and families
 - Keep in touch – this assists with tracking and retention incentives
 7. Incentives
 - What is meaningful to families in your community?
 - Determine value of participation to families in your community, e.g. sharing interview data with clinicians may be of value

Establish Community Relationships

1. Formal relationships with agencies, schools, etc.
 - Access to databases, etc.
2. Personal relationships with key individuals in community
 - Personal knowledge of family's whereabouts
 - Encourage follow-up with evaluation if changes are known
3. Neighbors

Tracking – Know how to find families

Establish formal procedures to find families to minimize the number of families dropped by the evaluation because they have moved

1. Set up search capabilities
 - Have an organized system
 - Keep accurate contact information up to date
 - i. Good record-keeping, updating records, ways to gather information that will allow timely record updates, determine when to get updates, determine update frequency based on population
 - ii. Verify contact information, make it possible and friendly for participants to update you about changes
 - iii. Correct information immediately
 - iv. Save old information for future reference
2. Collect detailed family information

- Contact information forms
 - i. Tailor forms to get information best suited to the population or community
 - ii. Name, address, phone numbers, persons who will always know where they are and are unlikely or less likely to move
 - iii. Relatives, friends, care coordinators, family specialists, other agencies, schools, etc. Who is the right person who may always know where the child or family will always be?
- 3. Obtain proper consents
 - Obtain appropriate permissions in advance
 - i. Release forms for information from friends and relatives
 - ii. Release forms for access to agency information
 - Plans to move?
- 4. Know when a family needs to be contacted
 - Use a tracking system to prompt need for interview
 - i. Evaluation Tracking system
 - ii. ICN Reminders
 - iii. Other Site specific systems
 - Prepare materials in advance
 - Plan for extra time to locate family if necessary

Talking About "Youth Development"

"When we speak of "prevention" and "youth development," we must be articulate not just about what we are trying to prevent, but what we are trying to promote. Being problem-free is not the same as being fully prepared." --Karen Pittman, Center for Youth Development Policy Research

When we talk about our youth, we too often use negative terms: what we would like them to stop doing. We want them to stop using drugs, stop drinking, stop dropping out of school, stop having sex, stop getting pregnant, stop being violent, and stop committing other delinquent acts. In short, we would like them to stop having problems - and stop being problems.

***"The resilient child is one who works well, plays well, loves well, and expects well."
--Norman Garmezy (1974)***

When we focus only on youth problems, we may begin to think of youth only as problems. We all want to reduce risk factors, but if that is all our community programs do, we assume that the absence of risky behaviors automatically assures positive growth. That is a risky proposition. Our programs and policies should not be restricted simply to preventing youth problems or treating problems after they occur. We should aim to create positive outcomes - to build strengths and resiliency - to provide youth with protection against the risks they face.

Youth development seeks to take prevention a step beyond risk reduction by turning a narrow focus on negative risk factors into positive action strategies. Whether developing community programs or setting national policy, we sometimes think we can provide youth with development activities only after we have eliminated their problems through prevention or "fixed" their problems through treatment. That is a mistake.

In fact, thinking that treatment and prevention must precede youth development can be most damaging to so-called "at-risk" youth who may need these programs the most. We place priority on treating and reducing risk factors for "at-risk" youth because we think their problems are the most serious. If we get around to supporting youth development programs for these youngsters, we do so only after we have provided treatment and sought to reduce risk. Youth development comes to be viewed as a last step: beneficial but not essential, nice but not necessary.

As we design programs in our neighborhoods and in our nation's capital, the question becomes which problem to prioritize and which "at-risk" youth to make eligible (and thus, which youth to exclude).

We need to shift our thinking. We need to stop thinking of youth problems as the principal barrier to youth development and start thinking of youth development as the most effective strategy for preventing youth problems.

At its most basic, **youth development means purposely seeking to meet youth needs and build youth competencies relevant to enabling youth to become successful adults.** This is nothing new. Twenty years ago, the Youth Development and Delinquency Prevention Administration in the Department of Health, Education and Welfare identified those relevant needs as: a sense of competence, a sense of usefulness, a sense of belonging, and a sense of power or potency.

Today, proponents of youth development still see the reduction of existing problems through prevention as vitally important. But they also hold that while we develop strategies to prevent dangerous activities, we must be equally adamant about stating positive goals that we wish all young people to achieve and then begin helping them to reach those goals. They see youth development as an ongoing process that promotes positive outcomes for all youth. Youth development programs are important for youngsters who have not taken their first drink and for teenagers already undergoing treatment for drug addiction. Kids from inner-city, lower-income families need to have the same needs met and acquire the same competencies as their peers from suburban and upper-income neighborhoods. When needs are not met and competencies are not acquired, any young person can be "at risk."

Critical Components of Youth Development

Even in the face of limited family and community support, all young people will seek ways to meet their basic needs and gain the competencies and skills necessary to move from adolescence to adulthood. The two critical components are ***meeting needs*** and ***building competencies***.

Meeting Needs

Young people have basic needs critical to survival and healthy development. Successful youth development programs purposely address these needs in their program design. If families cannot and communities will not provide positive ways for young people to meet their needs, young people will strive to meet them on their own - and not always in positive ways.

As you look at the youth development needs listed below, think about how juvenile gangs answer each of these needs for their members.

To become successful adults, young people need a sense of:

- Safety and structure;
- Belonging and membership;
- Self-worth, status, and an ability to contribute;
- Independence, autonomy, and control over their lives;
- Closeness and several good relationships; and
- Competence and mastery.

Building Competencies

To succeed as adults, youth must acquire adequate attitudes, behaviors and skills. Successful youth development programs purposely seek to build competencies. Various research shows that children and young people who have the following skills are more resilient and less likely to engage in risky behaviors.

- **Physical competence:**
Good current health status and knowledge, attitudes, and behaviors that will assure future health and well-being. For example, fitness skills, exercise, good nutrition, and understanding the consequences of risky behaviors.
- **Social competence:**
Responsiveness, flexibility, empathy and caring.

Spenser on Youth Development:

"Do You Know Maslow's hierarchy of needs?" Erin said.

"Don't even know Maslow," I said.

"Maslow's studies indicate that humans have a descending order of fundamental needs: physical fulfillment, food, warmth, that sort of thing; then safety love and belonging; and self-esteem. Whoever--or whatever--provides for those needs will command loyalty and love."

"Which the gangs do."

"Yes," Erin said, "They do."

**--Robert B. Parker,
Double Deuce**

Communication skills, a sense of humor, self-discipline, assertiveness, the ability to ask for support, and other pro-social behaviors. Skills to establish more positive relationships, including friendships with peers.

- **Cognitive competence:** Good reasoning, problem-solving and planning skills. The ability to think abstractly, reflectively and flexibly. The ability to create alternative solutions for both cognitive and social problems and create change in frustrating situations.
- **Vocational competence:** A sense of purpose and a special future. A broad understanding of life options and the steps to take when making choices. Educational aspirations. Adequate preparation for work and family life. Healthy expectations, goal-directedness, success orientation, achievement motivation, and a sense of a compelling future.

Moral competence: The development of character, values and personal responsibility. A desire to be ethical and to be involved in efforts that contribute to the common good. Citizenship skills, including participation in civic life and community service. A respect for diversity.

As you can see, youth development is an important part of the field of prevention but it also can reach beyond the defined bounds of prevention. Meeting needs and building competencies can be done as part of primary or secondary prevention efforts. But youth development also can be effective in strengthening youngsters already undergoing treatment for alcohol and drug abuse. Youth development is inclusive. It is never too late to build resiliency. What can we do to meet youth needs and promote skills and competencies through our youth programs and communities?

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Definitions of Youth Development (and Related Terms)

Youth Development *noun*. A process which prepares young people to meet the challenges of adolescence and adulthood through a coordinated, progressive series of activities and experiences which help them to become socially, morally, emotionally, physically, and cognitively competent. Positive youth development addresses the broader developmental needs of youth, in contrast to deficit-based models which focus solely on youth problems. *(Approved by the executives of National Collaboration for Youth Members, March 1998)*

The following is a list of insights into youth development and related terms. The National Youth Development Information Center will seek additional terminology, revising and expanding this list in an effort to find consistencies and to seek a common youth development language.

[Youth Development](#)

[Youth Development Programs](#)

[Youth Developmental Needs, Inputs, Resources](#)

[Youth Development Critical Tasks, Competencies, or Assets](#)

[Youth Outcomes](#)

[Other Youth Development Terms](#)

Youth Development

Youth development (as the resilient child): "The resilient child is one who works well, plays well, loves well, and expects well." (Norman Garmezy, 1974)

Youth development, an asset-building approach, has the following elements:

- Focusing on the positive
- Taking personal responsibility for making a difference
- Proactive

- Mobilizing the public as well as all youth-serving organizations in a community
- Viewing youth as resources
- A vision-building perspective
- Cooperation within the community
- Unleashing the caring potential of all the residents and organizations so that public resources can be focused on areas of greatest needs
- Hope that change is possible

(*Uniting Communities for Youth*, Benson, Search Institute, 1995)

Youth development is age-specific. It assumes that there are certain growth-related tasks that adolescents must complete to develop into mature adults. (*Youth Development: On the Path Toward Professionalization*, Hahn, Raley; National Assembly, 1999)

Youth development is the process through which adolescents actively seek, and are assisted, to meet their basic needs and build their individual assets or competencies. (*A Matter of Time*, Carnegie Council on Adolescent Development, 1992)

Youth development is multidimensional, embracing: (1) a process of human growth and development; (2) a philosophical orientation to social development and community; and (3) a programmatic frame work for youth services. (*A Model of Youth Work Orientations*, Edginton & deOlivera, *Humanics*, pp. 3-7, Spring 1995)

Youth development means purposefully seeking to meet youth needs and build youth competencies relevant to enabling them to become successful adults. Rather than seeing young people as problems, this positive development approach views them instead as resources and builds on their strengths and capabilities to develop within their own community. To succeed youth must acquire adequate attitudes, behaviors, and skills. Youth development programs seek to build competencies in the following areas: physical, social, cognitive, vocational, and moral. (*Building Resiliency*, pp. 11-14, National Assembly, 1994; and *Position Statement on Accountability and Evaluation in Youth Development Organizations*, p. 1, National Collaboration for Youth, 1996)

Healthy youth development strives to help young people develop the inner resources and skills they need to cope with pressures that might lead them into unhealthy and antisocial behaviors. It aims to promote and prevent, not to treat or remediate. Prevention of undesirable behaviors is one outcome of healthy youth development, but there are others: the production of self-reliant, self-confident adults who can take their place as responsible members of society. (*A Matter of Time*, Carnegie Council on Adolescent Development, 1992)

Youth development is defined as the ongoing process in which all young people are engaged and invested. Through youth development, young people attempt to meet their basic personal and social needs and to build competencies necessary for successful adolescent and adult life. It is an approach, framework, a way to think about young people that focuses on their capacities, strengths, and developmental needs and on their weaknesses and problems.

All young people have basic needs that are critical to survival and healthy development. They include a sense of safety and structure; belonging and membership; self-worth and an ability to contribute; independence and control over one's life; closeness and several good relationships; and competency and mastery. At the same time, to succeed as adults, all youth must acquire positive attitudes and appropriate behaviors and skills in five areas: health; personal/social; knowledge, reasoning and creativity; vocation; and citizenship. (*Making the Case: Community Foundations and Youth Development*, Bonnie Politz, Senior Program Officer, Academy for Educational Development, Center for Youth Development & Policy Research, Foundations for Change, 1996, Second Edition)

Youth Development Programs

Youth development programs prepare young people to meet the challenges of adolescence and adulthood through a structured, progressive series of activities and experiences which help them obtain social, emotional, ethical, physical, and cognitive competencies. They address the broader developmental assets all children and youth need (such as caring relationships, safe places and activities, health and mental health, marketable skills, and opportunities for service and civic participation), in contrast to deficit-based approaches which focus solely on youth problems.

Rather than only seeking to stop young people from engaging in risky behaviors, positive youth development, in addition, aims to mobilize communities to create positive goals and outcomes for all youth.

It recognizes that being problem-free is not the same as being fully prepared. Effective programs are *youth centered*: staff and activities engage young people's diverse talents, skills, and interest, building on their strengths and involving them in planning and decision-making. They are also *knowledge centered*: building a range of life skills, activities show youth that "learning" is a reason to be involved, whether in sports, clubs, arts, or community service, and provide opportunities to connect with a wide array of adult and peer mentors. Youth development programs are also *care-centered*: they provide family-like environments where youth can feel safe and build trusting relationships. (*Younger Americans Act Policy Proposal [4/7/00 Draft]*, National Collaboration for Youth, 2000)

Youth development program(s) help youth deal successfully with the challenges of adolescence and prepare them for the independence and responsibilities of being parents, workers, and citizens, by attempting to help youth develop "[competencies](#)." These programs also:

- conduct activities with a primarily nonacademic focus;
- employ primarily active and experimental learning methods; and
- promote the competencies through group and one-to-one activities, which may include activities in youth clubs, sports and recreation, peer counseling and teaching, mentoring, arts, values education, leadership development, crime and delinquency prevention, youth employment as part of an educational program, community service or volunteerism, literacy, after school programs, career counseling, job skills training, drug abuse prevention, alcohol education, parenting skills activities, ethnic or cultural enrichment, tutoring, and academic enrichment.

(S.673, *Youth Development Block Grant*, 104th Congress)

A **youth development organization** is a private nonprofit youth-serving organization with a major emphasis on providing youth development programs. (S.673, *Youth Development Block Grant*, 104th Congress)

Youth-serving organization: An organization with a primary focus on providing youth development, health and fitness, educational, substance abuse prevention, child welfare, child protective, psychological, parenting, vocational and training, teen pregnancy, rehabilitative, or residential services to youth. (S.673, *Youth Development Block Grant*, 104th Congress)

Community-based youth development programs apply accepted theory and empirical evidence (indicating that such programs are essential to the healthy development of young adolescents) through interventions designed to

help youth build personal resilience. A resilient individual has these attributes:

- Social competence;
- Problems-solving skills;
- Autonomy (sense of self-identity and an ability to act independently and to exert control over his or her environment);
- Sense of purpose and of a future.

Programs work on three levels: helping individual youth build these four characteristics; ensuring that there is at least one caring, consistent adult in each young person's life; and developing a sense of security in the lives of all young people. (*A Matter of Time*, Carnegie Council on Adolescent Development, 1992)

Youth development services provide guidance and support; safe places to live, learn and play; and a variety of opportunities that will contribute to the healthy development of young people. (*National Collaboration for Youth, Program Needs Assessment Survey*, 1996)

Youth development programs are designed to meet the human development needs of youth and to build a set of core assets and competencies needed to participate successfully in adolescent and adult life. (*A Guided Tour of Youth Development*, The Youth Development Institute)

Youth development programs assist young people in developing competencies that will enable them to grow, develop their skills and become healthy, responsible and caring youth and adults. (*The Handbook of Positive Youth Outcomes*, The Youth Development Institute)

Youth Developmental Needs, Inputs, Resources

Young people have **basic needs** critical to survival and healthy development. They are a sense of:

- Safety and structure;
- Belonging and membership;
- Self-worth and an ability to contribute;
- Independence and control over one's life;

- Closeness and several good relationships; and,
- Competence and mastery.

(*A New Vision: Promoting Youth Development*, Testimony of Karen Johnson Pittman, Director, Center for Youth Development and Policy Research, before the House Select Committee on Children, Youth and Families, September 30, 1991)

Youth developmental needs (based on research), include the need for:

- Basic food and shelter,
- Supportive, caring relationships,
- Safe places, and
- Opportunities for growth.

Specific needs in these areas are influenced by current development (physical, cognitive and social), as well as individual characteristics and a broad set of background and contextual factors. Developmental needs are met within a social context and are influenced by the demands and supports provided by those contexts, such as the family, school, and community. (*Youth Development Programs and Outcomes: Final Report for the YMCA of the USA*, Search Institute, 1996)

Seven Developmental Needs of Young Adolescents (and their characteristics):

- **Need: PHYSICAL ACTIVITY**
Characteristics include:
 - changing hormone levels produce periods of boundless energy and lethargy
 - desire to test new physical capabilities
 - normal variation in onset of puberty, rate of growth
 - vulnerability to injury due to rapid growth
- **Need: COMPETENCE AND ACHIEVEMENT**
Characteristics include:
 - desire for personal recognition
 - desire for responsibility

- desire to succeed
- emergence of new interests, capabilities
- emerging racial/cultural identity
- emerging sexual identity
- "imaginary audience" self-consciousness
- need for approval from adults
- need for approval from peers
- somewhat shaky self-esteem
- vulnerability to adult expectations
- **Need: SELF-DEFINITION**
Characteristics include:
 - emerging gender identity
 - emerging racial/cultural identity
 - emerging sense of a personal future
 - emotionalism, mood swings
 - new body image
 - new reactions from others
 - onset of formal operations
- **Need: CREATIVE EXPRESSION**
Characteristics include:
 - desire to test new physical and mental capabilities
 - emerging racial/cultural identity
 - emerging sexual identity
 - onset of formal operations

- **Need: POSITIVE SOCIAL INTERACTIONS WITH PEERS AND ADULTS**

Characteristics include:

- continued importance of parents and other adults
- "imaginary audience," self-consciousness
- increasing importance of peers
- maturing social skills
- need for approval from adults
- need for approval from peers
- search for models, heroes, and heroines

- **Need: STRUCTURE AND CLEAR LIMITS**

Characteristics include:

- authoritarianism
- desire for autonomy
- desire to know and understand rules and limits
- increasing importance of peers
- lack of life experience
- need for continued adult guidance
- need for security
- onset of formal operations
- "personal fable," immunity to harm

- **Need: MEANINGFUL PARTICIPATION**

Characteristics include:

- desire for autonomy
- desire to be part of the "real" adult world
- desire for personal recognition

- desire for responsibility
- emerging gender identity
- emerging racial/cultural identity
- lack of life experience
- maturing social skills
- onset of formal operations
- readiness to make commitments to ideals, activities, and people

(*Our Children at Risk: Children and Youth Issues, 1998*, YMCA of the USA, 1998)

Fundamental resources: America's Promise created a blueprint for success, a unified plan, calling on the public and private sectors to focus their time, talents, and treasures toward providing our nation's youth access to five fundamental resources:

- A caring adult, role model, or mentor;
- Safe places to learn and grow during non-school hours
- A healthy start;
- A marketable skill through effective education; and
- An opportunity for young people to "give back" through community service.

(*The Report To The Nation: America's Promise*, November 1997, The Alliance For Youth, Executive Summary)

Youth Development Critical Tasks, Competencies or Assets

Critical tasks for adolescents (10-15 years old) to accomplish to become productive and responsible adults are:

- ***Cognitive development:***
 - Expand knowledge;
 - Develop critical thinking and reasoning skills; and

- Experience competence through academic achievement.
- **Social development:**
 - Increase communication and negotiation skills;
 - Increase capacity for meaningful relationships with peers and adults; and
 - Explore adult rights and responsibilities.
- **Physical development:**
 - Begin to mature physically and to understand changes that come with puberty;
 - Increase movement skills through physical risks;
 - Develop habits that promote lifelong physical fitness; and
 - Learn to take and manage appropriate physical risks.
- **Emotional development:**
 - Develop a sense of personal identity;
 - Develop a sense of personal autonomy and control; and
 - Develop coping, decision-making, and stress-management skills.
- **Moral development:**
 - Develop personal values;
 - Develop a sense of accountability in relation to the larger society; and
 - Apply values and beliefs in meaningful ways.

(*Turning Points: Preparing American Youth for the 21st Century*, Carnegie Council on Adolescent Development, 1989)

Youth development competencies -- To succeed as adults, youth must acquire adequate attitudes, behaviors, and skills in five areas:

- **Health** - Good current health status and evidence of knowledge, attitudes, and behaviors that will assure future well-being, for example,

exercise, good nutrition, and understanding the consequences of risky behaviors.

- **Personal/Social Skills** - Intrapersonal skills - the ability to understand emotions and practice self-discipline; and interpersonal skills - working with other, developing and sustaining friendships through cooperation, empathy, and negotiation, and developing judgement skills and coping systems.
- **Knowledge, Reasoning, and Creativity** - A broad base of knowledge and an ability to appreciate and demonstrate creative expression. Good oral, written and problem-solving skills, and an ability to learn. Interest in life-long learning and achieving.
- **Vocational Awareness** - A broad understanding of life options and the steps to take in making choices. Adequate preparation for work and family life and an understanding of the value and purpose of family, work, and leisure.
- **Citizenship** - Understanding national, community, and racial, ethnic, or cultural group history and values. Desire to be ethical and to be involved in efforts that contribute to the broader good.

(A New Vision: Promoting Youth Development, Testimony of Karen Johnson Pittman, Director, Center for Youth Development and Policy Research, before the House Select Committee on Children, Youth and Families, September 30, 1991)

Youth development competency areas identified are (OUTCOMES): Originality (Creative Competency), Understanding ourselves and others (Personal Competency), Thinking and Reasoning (Cognitive Competency), Civic Competency, Our Bodies (Physical Health Competency), Mental Health Competency, Employability Competency, and Social Competency. (*The Handbook of Positive Youth Outcomes*, The Youth Development Institute)

Youth development competencies are:

- **Social competencies**, such as work and family life skills, problem-solving skills, and communication skills;
- **Moral competencies**, such as personal values and ethics, a sense of responsibility and citizenship (including participation in civic life and community service);
- **Emotional competencies**, such as a sense of personal identity, self-

confidence, autonomy, and the ability to resist negative peer pressure;

- **Physical competencies**, such as physical conditioning and endurance, and an appreciation for and strategies to achieve lifelong physical health and fitness; and
- **Cognitive competencies**, such as knowledge, reasoning ability, creativity, and a lifelong commitment to learning and achievement.

(S.673, *Youth Development Block Grant*, 104th Congress)

Assets are factors promoting positive teenage development. These assets may result from "external" factors such as positive relationships in families, friendship groups, schools, and the community, or they may result from "internal" factors reflecting the teenager's personal convictions, values, and attitudes. Assets can equip adolescents to make wise choices. Some assets are encouragingly common among youth--such as caring about people's feelings and educational aspiration. Other assets are alarmingly rare--positive school climate, positive peer influence, and parent communication. (*The Troubled Journey: A Profile of American Youth*, RespecTeen)

40 Developmental Assets, include external and internal assets. External asset types are support, empowerment, boundaries and expectations, and time use. Internal asset types are educational commitment, positive values, social competencies and positive identity. Under each asset type there are specific asset names and definitions, totaling 40 asset names. (*Youth Development Programs and Outcomes: Final Report for the YMCA of the USA*, Search Institute, 1996)

Youth Outcomes

Positive youth outcomes are:

Self-efficacy
Mental health
Educational commitment
Others

Negative youth outcomes are:

Delinquency
Drug and alcohol use
School dropout
Others

Youth Development programs can provide a set of developmentally rich contexts where relationships are formed, development can take place safely, and opportunities for growth in multiple areas can be stimulated. By themselves, however they do not determine a youth's outcomes either positive or negative. (*Youth Development Programs and Outcomes: Final Report for the YMCA of the USA*, Search Institute, 1996)

Other Youth Development Terms

Youth Development Perspective suggests that helping young people achieve their full potentials is the best way to prevent them from becoming involved in risky behavior. (Family and Youth Services Bureau [FYSB], as stated in the National Clearinghouse on Families & Youth brochure)

Youth Development Strategies focus on giving young people the chance to build skills, exercise leadership, form relationships with caring adults, and help their communities. (Family and Youth Services Bureau [FYSB], as stated in the National Clearinghouse on Families & Youth brochure)

Youth Development Approach acknowledges both youth as resources in rebuilding communities and that helping young people requires strengthening families and communities. It has three components:

- Viewing young people and families as partners, rather than as clients, and involving them in designing and delivering programs and services;
- Giving all youth access to both prevention and intervention services and programs that meet their developmental needs;
- Offering youth opportunities to develop relationships with caring, supportive adults.

(Family and Youth Services Bureau [FYSB], as stated in the National Clearinghouse on Families & Youth brochure)

Youth development's philosophy involves families and communities. It supports healthy development in an environmental context. Young people are not "clients" in this model but partners. Their families are not incidental to the process, their neighbors are not indifferent bystanders, and other community resources are not ignored. (*Youth Development: On the Path Toward Professionalization*, National Assembly, 1999)

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Meeting the Needs of Ethnic Minority Children

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Just like babies, cultures also grow and mature. So in a multicultural society we may have people belonging to cultures that may be many thousands of years old, living side by side with people belonging to cultures that are just a few centuries old. These cultural developmental differences may manifest in many different ways (Dwivedi, 1996a). Let us briefly take just one example, that of *independence*, as the most cherished ideal in the western culture. It permeates every aspect of life including the workings of various social institutions, practice of psychotherapy and family functioning such as dealing with old age, marital relationships, parenting and so on. Parents are often at pains to make sure that their children become independent as soon as possible, starting with a separate sleeping arrangement for the baby.

In some other cultures, for example, in the Indian culture, it is *dependability* which is the cherished goal and permeates through all aspects of social institutions and family life. Parents feel really proud when in their old age they see their children having grown up as truly dependable beings. Parenting of young children takes place in an atmosphere of indulgence, physical closeness, common sleeping arrangements, immediate gratification of physical and emotional needs and a very prolonged babyhood so that the growing child deeply experiences the dependability of parents, extended family and the community (Roland 1980)

As the children move towards their latency period they are then helped to heighten their sensitivity to other people's feelings and to improve their capacity for containing and regulating their own feelings (Dwivedi, 1993a). In such a cultural context acting upon one's feelings without due regard to others is seen as a sign of emotional immaturity. Also, self expression or expression of opinions that define and heighten the sense of one's self is not seen as a desirable goal. This attitude of aiming to transcend 'self cherishing' is derived from a well formulated philosophical system that lies at the heart of such a culture's wisdom. For example, 2500 years ago the Buddha realised that the sense of 'self' is a product of illusory mental processes (Dwivedi, 1990, 1994a, 1994b, 1994c). These mental events, according to the Buddha, take place in terms of *khanas* or mind moments, there being 17×10^{21} , such *khanas* within the wink of an eye. It is the rapidity of the mental processes that creates the illusion of continuity, the sense of 'I', the sense of solidity of relationships, feelings and so on. When we see a stationary ceiling fan, we see three distinct blades which can create the illusion of merging into one in a fast moving fan. Similarly when we watch a cartoon film we see beings and their movements although, these are only still drawings that are projected too fast on the screen.

Attachment to this sense of self, self grasping or self cherishing, is therefore, natural and inherent in our lives and we are always busy taking things personally, flagging our selves up with self expression, self assertion, autonomy, independence and heading towards narcissism. And it is this natural tendency, produced by the illusory processes, that is the root cause of all our sufferings. But, it is not easy to cut through these illusory processes. In order to become disillusioned or enlightened, an extra effort is needed to resist this very strong current of flow. These efforts, in every aspect of life, ranging from meditative practices to getting on with extended family life, are therefore highly valued in such a cultural context. The natural tendency of love is to flow towards ones own; ones own husband, wife, child and so on. But, an extended family may contain many nuclear families and can only survive if this love is redirected across nuclear boundaries. This in turn offers opportunities for training in and practising for transcending narcissistic tendencies. In such an extended family system you will find parents who will offer affection, food, play materials and so on to other's children in the extended family before offering to their own. They may even refer to your child as their child and their child as your child. Also, the ideology that 'love grows in hiding' takes away the pressure to show or prove ones love.

You can now picture a family therapy scene where the therapist is conditioned to look for the overt affectionate behaviours within the session as evidence of love between the family members while the family is conditioned to express their deep love for each other by hiding it, especially in front of onlookers! Or you can imagine an assessment of parenting situation where the parents and the professionals have different values attached to commercial play materials or transitional objects.

We can think of people who might judge the feelings of the parents towards their children by the kind of names they give to their children. We can always find children who tease or bully other children because of their awkward names leading to a damage to their self esteem. But let me tell you about names such as 'Ghuru' or 'Katwaru' which literally mean heaps of rubbish! Such names have been given by parents in India to only those children who have been the most precious, and throughout their lives they are regarded as such.

So, the mature cultures' influences can mediate through child rearing practices, greater inner emotional strength, supportive social structures and help giving networks, and can offer better protection against mental health problems in children and their families (Kallarackal and Herbert, 1976, Hackett et al 1991, Roberts and Cawthorpe, 1995).

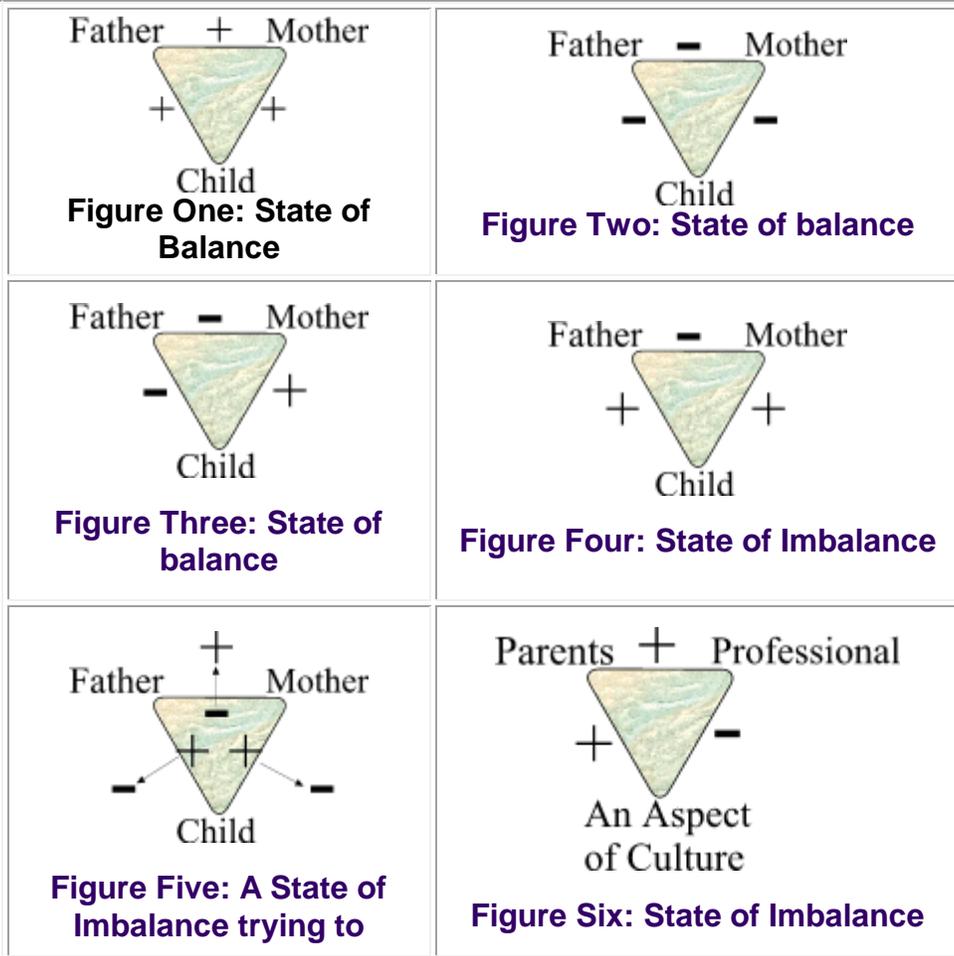
. So far, the point that I have tried to make is that different cultures at different developmental stages may have different levels of concerns such as that with individual self, the nation, the human race, all sentient beings, ecology, the globe, the cosmos, enlightenment and so on.

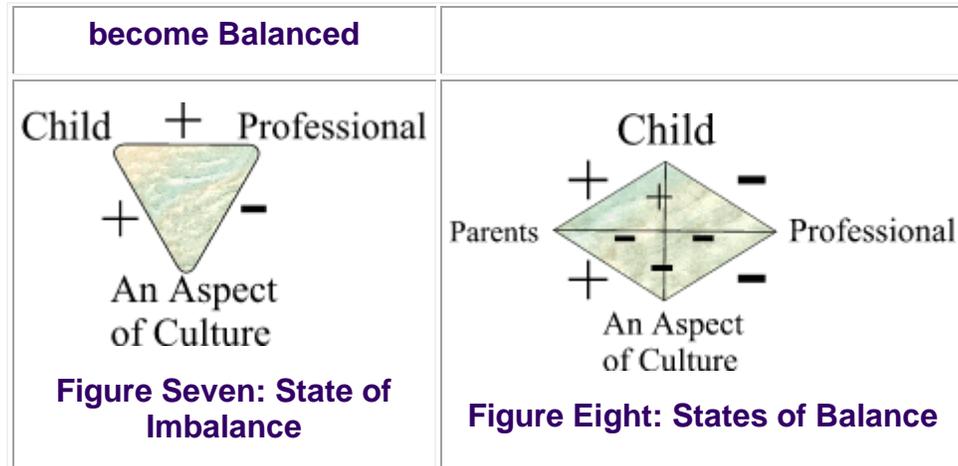
When we are little we might see our parents to be the most wonderful beings on this earth but as we grow, it begins to dawn upon us that as we thought our parents to be the best, similarly other children might have thought their parents to be the best. With maturation therefore there comes an appreciation of and respect for differences in perspectives. When a tree is fully mature and bears fruits, it bows down and becomes more humble.

Living in a multicultural context, in the midst of different cultural perspectives and different levels of concerns can be truly complementary and enriching but intolerance can make the experience damaging instead.

We can look at triadic relationships from the view point of attitudinal balance theory (Dwivedi, 1996b, Heider 1958). which deals with triadic relationships. Accordingly the relationships are supposed to be in a state of:

balance (stable) if	imbalance if
all the dyads are +ve *all the dyads are -ve *any two dyads are -ve and one is +ve	any two dyads are +ve and one is -ve.





If we take the example of a triadic relationship between father, mother and child, it can be in a state of balance when (a) all the three love each other, so that there is no pressure from within the system for change and each relationship is supportive of the other relationship within the system (Figure 1), (b) all the three hate each other, although this is a vacuous balance, each relationship still supports the other relationships within the system (Figure 2), or (c) any two of the dyads are negative and one positive, for example, mother and the child may love each other but both hate the father who hates them in turn (Figure 3).

If, however, two relationships are positive and one negative, the system is in a state of imbalance. For example, if both parents love the child who loves them both but the parents themselves hate each other (Figure 4). In such a situation there is a strong likelihood of internal pressure from within the system for relationships to change. The child may wish for the parents to change their attitude and become positive towards each other. Similarly the parents may put pressure on the child's relationship with the other parent to turn into a negative (Figure 5). Any of these changes will be able to balance the system.

The same principle can be applied to the relationships between the parent, professional and some aspect of culture. If it is an aspect of the culture that the parent considers it to be the most essential ingredient for proper growth and development and the professional considers it to be most obstructive to proper growth and development, they may be entrenched in their attitudes towards it. If the relationship between the professional and the parent is positive, it is not likely to last long, because it is in a state of imbalance (Figure 6). They may wish for the other to see some sense and change their attitudes but if that does not happen their relationship towards each other may then become negative in order to balance the system.

Similarly the relationship between child, professional and culture, towards which the professional has a fixed negative attitude can only be balanced either by the child changing their attitude (in the negative direction) towards that aspect of the culture or towards the professional or both (Figure 7). If the child's commitment to the cultural aspect is not yet strong enough, this is more likely to become negative.

If we combine the two triads, and assume that the parent and the professional have fixed opposite attitudes towards that cultural element, the options for stability are either (a) child and professional having a positive relationship but being negative towards parent and the culture or (b) child and parent having a positive relationship with a positive attitude towards the culture but negative relationship with the professional (Figure 8)

Children from the ethnic minorities are exposed to stresses that can affect any child, for example, that of demanding school work, getting on with other family members, health issues, life events, social conflicts and financial matters. In addition, the children from ethnic minorities can also experience two other sources of stress, one related to racism and the other to their dislocated family background (Dwivedi, 1993b, 1996c, 1996d).

Poor wages, night shifts, long working hours, overcrowding and bad housing all increase the risk of health problems and impact on their children's psychological development (Braun, forthcoming, 1997). Racism can lead to direct or indirect racial discrimination, abuse, inequality and disadvantage as regards employment, housing, educational and training opportunities, access to health care, welfare, local amenities, environmental quality and to the undermining of their culture, identity and self image. It may leave children and their families feeling hopeless when they experience bullying and racial abuse in schools, play grounds and other places. Racism denigrates and dehumanises communities leading to lowering of their self esteem, sense of worthlessness and depression (Fernando, 1988).

Shama Ahmed (1986) has highlighted that the very fabric of British society is permeated with cultural imperialism manifesting itself in history books, media, education, social work and psycho-therapy literature and so on, leading to subconscious assumptions about the superiority of western child rearing practices and denigration of others. Ethnic minority cultures are often described in ways that make them seem bizarre or backward (Mares et al 1985).

Even the most well meaning professionals having been conditioned in such a value system may see relationships, for example, in an eastern extended family, as rather 'oppressive' and stifling. They may even split off the abusive aspects from their Victorian cultural pasts and project onto the ethnic minorities. Many become passionately involved in rescuing Asian youngsters from their so called 'primitive' and 'oppressive' family values.

The second source of stress for the ethnic minorities is their disrupted extended family background. In a culture where the emotional support from ones extended family, especially in times of stress is the essential ingredient of any coping strategy, the fact of migration and dislocation deprives many ethnic minority families from that healing support. Such a fragmentation of social structure also makes them vulnerable to losing their cultural strength.

Lack of adequate resources to meet the mental health needs of any population (Dwivedi, 1996e) has not helped the development of services for ethnic minority populations either. There is a poor service uptake of child mental health services by the ethnic minority families. This may be because of a variety of factors such as the clash of cultural values, lack of awareness of the role of professionals or lack of faith in such services; a sense of alienation, communication difficulties and so on. The mental health professionals may set up services that may not be culturally sensitive to ethnic minorities and wait for them to come. Then when they do not come, the professionals wonder why (Sue and Sue 1990). They may act as if the minority communities never had any thing like psycho-therapeutic approaches until the western science came along and invented it. Many cultures have an extensive body of therapeutic knowledge and practices as regards relationships, feelings and mental health (Dwivedi, 1980, 1997). For example, in the Indian literature of 500 BC there is a very sophisticated and advanced systematic treatment of the nature of consciousness, something that began to happen in the modern western science in the 19th Century (Reat 1990). Padmal de Silva (1984) has compiled an interesting account of many of the therapeutic interventions available in the Buddhist literature.

The situation is further compounded by the limited emotional availability of many of the caring professionals to ethnic minority families (Dayal, 1990). Some may fail to respond on the grounds that they can not understand the cultural ways of such families. Others may be full of 'culturistic pseudo-insight' (Devereux, 1953) and look for quick 'cultural conflict' type of explanation or may conflate cultural differences with psychopathology leading to deep damage to the ethnic minority children's self identity.

In the context of a loss of emotionally supportive social structure of the extended family and the fragmentation of a help giving network, the youngsters at times of distress do need to turn to their peers and professionals. However, in order to elicit a sympathetic response and emotional support the youngsters present to the professionals and peers in a way that is more likely to elicit it, that is, in terms of fear of arranged marriage, restrictive parental practices and so on (Ahmed 1986). Self poisoning by a number of adolescent Asian girls ,for example, as a product of projective identification, according to Goldberg and Hodes (1992) symbolises the acting out of the view of the dominant group that the minority is 'harmful or poisonous'.

Therefore, meeting the needs of ethnic minority children requires setting up of

community outreach work, interpreter and translation services and culturally sensitive therapeutic family and other work and also giving voice to subjugated narratives. Also professional development needs to incorporate the perspective of difference and diversity aiming not only to raise cultural awareness by gaining knowledge but also cultural sensitivity through experiences that challenge ones respective cultural identities and their influence on understanding and acceptance of others.

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68 Parent Involvement Ideas That Really Work

1. Know **THE SECRET** to getting parents to attend meetings at school—make sure they know they're **genuinely** invited.
2. Establish a friendly contact with parents early in the year, "*In Time of Peace.*"
3. Insist that teachers not wait until it's too late to tell parents about potentially serious problems. Early contact helps.
4. Ask teachers to make at least two positive phone calls to parents each week. Add a phone line or two if needed. Parent communication is a cost-effective investment.
5. Remember the 3 "F"s for success—Food, Families, Fun.
6. Focus on the strengths of families—they know their children better than anyone else. Find ways to get that information to teachers, other school staff.
7. Learn how to deal with angry parents—separate the parent from the argument he is making. Use active listening. Don't get angry. Look for areas of agreement, "We both want your child to do well." Find a win-win solution. If you're not sure about a parent suggestion say, "I'll certainly keep that in mind." If necessary, devise a temporary solution.
8. Provide a **brief** parent newsletter. One sheet of paper is best.
9. Remember "**30-3-30**" in writing school newsletters. Eighty percent of people will spend just **30 seconds** reading it. Nineteen percent will spend **three minutes**. One percent will spend **30 minutes** (your mother).
10. Remember the dollar bill rule for newsletters. A dollar bill placed anywhere, at any angle, on any page should touch some element of graphic interest—headline, box, screen, bullets • , **bold type**, picture—or it's too dull for most people to read.
11. Develop written policies encouraging parent involvement. If it's not in policy, the message is we don't care much about it.
12. Write for parents at 4th to 6th grade level. Use a computer to check the reading level.
13. Know why parents say they are not involved: 1) Don't have time, 2) Don't know what to do, 3) Don't know it is important, 4) Don't speak English.
14. Take heart from the "one-third rule." Research says if you can get *one-third* of a school's parents involved, you can begin to make significant improvement in student achievement.
15. Be aware that teachers are more reluctant to contact parents than *vice versa*. Solution: get parents and teachers together—just as people—in comfortable social situations.
16. Stress two-way communication between schools and parents. "One-way" isn't communication.
17. Conduct school surveys to reveal family attitudes about your school.
18. Use "key communicators" to control the rumor mill. Keep those to whom others turn for school information well informed, especially the three "**B**"s—**barbers, bartenders & beauty shop operators**.
19. Use simple evaluation forms to get parent feedback on every meeting or event. If we ask, they will tell us what they want.

20. Try “quick notes” home—notes the day something happens. A parent helps the child with a spelling test and the child does better. Shoot an immediate note home to say, “It’s working!”
21. Take parents’ pictures. Tell them in advance that pictures will be taken with their child, and prepare for a crowd.
22. Encourage teachers to assign homework that requires talking with someone at home.
23. Ask teachers what they would like to tell parents if they had the chance—and ask parents what they would like to tell teachers. Then exchange the information! Great program.
24. Put up a “Welcome” sign in every language spoken by students and parents at your school—get parents to help get the words right.
25. Have handy a ready reference list of helpful materials parents might use to help them cope with student problems. Better yet have a lending library.
26. Set up a parent center in your school stocked with resources to help (and lend to) parents.
27. Offer parenting classes—with videos and lots of handouts.
28. Know the facts about the changing structure of the family—and consider how schools can cope to best help children.
29. Consider an inservice program for staff on facts about single-parent families—it can be a real eye-opener.
30. Breakfast sessions at school draw busy parents like crazy.
31. Be very careful to monitor how your school telephone is answered. Phone impressions are lasting ones!
32. Provide “Go to the Office” slips for teachers to give students who do something good. Student takes slip to principal who compliments child, writes note to parents on the slip (or calls parents), sends it home.
33. Be aware that parents are looking for a school where their children are likely to succeed—more than a school with the highest test scores. Show parents that you care.
34. Send a school bus filled with staff around the school neighborhood to meet and welcome students. parents just before school starts.
35. Solicit parent volunteers at the Kindergarten Registration Day program. Make it easy to sign up when parents are most enthusiastic.
36. Don’t make judgments about parents’ lack of interest in their children’s education. You’ll probably be wrong. “Walk a mile in their shoes” and understand that what looks like apathy may be exhaustion.
37. Try day-long parent academies with short repeated workshops on topics such as building self-esteem, language development, motivating children, encouraging reading, discipline, talking with kids about sex, dealing with divorce, etc. Test week-days vs. weekends.
38. Provide training and lots of school information for parent volunteers. They are powerful goodwill ambassadors.

39. Invite parents to fill out interview forms detailing child's special qualities—interests, abilities, accomplishments. Teachers can use information to write story about child to read at school program, post on bulletin board.
40. Investigate “voice mail” systems to keep parents up-to-date on homework, school activities.
41. Find ways to provide positive reinforcement to parents. Everyone responds well to recognition.
42. Involve parents in goal-setting for their children. It promotes working as a team.
43. Use research findings that one of the best ways to get parents involved is to simply **ask them**, and also tell them **what you'd like them to do**.
44. Give parents specific suggestions about how they can help their children. Many just need to know things like: “Read aloud every day.” “Turn the TV off during homework time.”
45. Try a short student-written newsletter for parents about what students have been learning. (You still need your own parent newsletter. You cannot fulfill your obligation to communicate by delegating the job to students.)
46. Help parents understand *why* excessive TV hurts children—TV robs them of needed play, exercise, reading practice, study time, dulls critical thinking, encourages obesity through snacking.
47. Understand the diversity of single parent families. Living with one parent can be wonderful for some children, destructive for others
48. Offer school sponsored sessions on single parenting.
49. Help parents understand that student *effort* is the most important key to school success, not just *ability*.
50. Encouraging (and assisting) parents to network among themselves to solve common problems builds parent support.
51. Provide some parent education classes at the workplace. Convenience works for 7-11 stores and it also works for schools.
52. Try providing “Good News Postcards” for teachers to write short positive note about students and mail them home. One thousand postcards cost less than \$200 to mail.
53. Ask parents' help in developing questions for a school “audit” to see if your school is family friendly.
54. Invite parents to a program about helping children do well on homework and eliminating things that distract them. Most have never had such information.
55. Ask parents to fill out a “Contact Sheet” listing home and work addresses and phone numbers—and the best times to be contacted in either place.
56. Have children write personal notes to their parents on school papers, surveys, invitations to school programs, etc. Watch parent response rates soar!
57. Help all school staff understand the central role they play in building parent attitudes, support and involvement—secretary, custodian, food service staff, bus driver, librarian, aides, everyone
58. Try sending home “Resource Bags” filled with games, videos, reading materials and instructions on specific activities parents can do with children at home. They're very popular.

59. Having problems getting parents involved with a child who's having discipline or other problems? Try videotaping class sessions. Showing the "candid camera" tape to parents and children works wonders.
60. Make sure all staff know the top things parents report they want to know about school: 1) How they can be involved with their child's education, 2) How they can spend more time at school, 3) How to talk to teachers, other school staff, 4) How to help their child at home.
61. Try holding "non-academic" social events to draw parents to school to see students' work.
62. Try an evening Curriculum Fair to give parents a better understanding of what's being taught.
63. Try a "Family Math Night" to inform parents about the math curriculum through math games.
64. Try "refrigerator notes." Ask students to "Take this note home and put it in the refrigerator." That gets attention!
65. Know that parents are also looking to schools for help in dealing with non-academic problems (child care, raising adolescents, advice on drugs, sexual activity). Providing help can build parent support.
66. Understand one key reason for parent non-involvement: **Lack of information.** One memo won't do. Try letters & notes & signs & calls & newspaper & radio & TV. Repetition works & works & works.
67. Transition Nights (or days, or afternoons) for parents and students getting ready to go to a new school help answer questions, relieve anxieties, build involvement and support.
68. Want to get parents out for school meetings? Make children welcome by offering child care.

—These ideas from a presentation by John H. Wherry, Ed.D., President, The Parent Institute, P.O. Box 7474, Fairfax Station, VA 22039-7474. The Parent Institute publishes the *Educators' Notebook on Family Involvement* newsletter for school staff (from which all ideas for this handout have been taken), the *Parents Make the Difference!* newsletter for schools to distribute to parents of elementary grade children, the *Parents STILL Make the Difference!* newsletter for parents of secondary school children, as well as booklets and videos for parents. For information about publications and services call toll-free: 1-800-756-5525. Copyright © 1996, The Parent Institute. Permission granted for reproduction of this material if this credit message is included.

75 Ideas to Build Parent Involvement and Support

From the pages of *Educators' Notebook on Family Involvement* newsletter

1. Hold your first parent meeting at a fast-food restaurant.
2. Hold a "Parent University" program right at your school.
3. Provide "Fact Cards" for parents with school name, address, phone number, name of principal, school secretary, school nurse, PTA president—perhaps a refrigerator magnet.
4. Establish "Take Home Tuesday" as day to send school papers home.
5. Send home tape recorded messages in parents' own language.
6. Provide a **short** newsletter for parents—consider *Parents Make the Difference!*
7. Remember "30-3-30" in writing school newsletters.
8. Remember the dollar bill rule for school newsletters.
9. Write for parents at 4th to 6th grade level.
10. Try Brown Bag Seminars—parenting program at work site during lunch hour.
11. Use the key communicator system to control the rumor mill.
12. Know **THE SECRET** to getting parents to attend meetings at school.
13. Remember the 3 "F"s for success—Food, Families, Fun.
14. Understand and use the 80-20 rule for parent groups.
15. Take heart from the one-third rule which research has revealed for achieving improved student achievement through parent involvement.
16. Use videotape to show busy parents their children in action.
17. Use refrigerator notes.
18. Encourage "Sunshine Calls," "Thinking of You" Calls.
19. Understand the fact that teachers are more reluctant to contact parents than parents are to contact teachers. Work to overcome the problem.
20. Put up parent-friendly signs at school-directing them to the office.
21. Greet visiting parents as quickly as possible—perhaps use volunteers.
22. Have children's work on display all over the school—every child's work, not just the future commercial artists' work.

23. Have some place in the building that parents can call their own.
24. Know why parents say they are not involved: don't have time, don't know what to do, don't know it is important, don't speak English.
25. Try "Project Newborn" to contact future parents when new child is born.
26. Push for written school district policies on parent involvement.
27. Push for funding for parent involvement—it pays off.
28. Stress training for staff—all staff-in parent involvement.
29. Stress two-way communication between schools and parents.
30. Work for links with other social service agencies that can help parents.
31. Conduct school surveys to reveal family attitudes about your school.
32. Offer parenting classes.
33. Hold informal "drop in" coffee times and encourage parents to come.
34. Establish and use parent advisory groups.
35. Reach out to new families—again, use volunteers.
36. Know that face-to-face contact works best for Hispanic parents—in fact, all parents.
37. With parent volunteers: be supportive, be specific, be sensitive.
38. Insist that teachers not wait until it's too late to give parents bad news.
39. Stress the importance of having an agenda for parent meetings.
40. Here are some "Top Topics" parents seem to want to discuss:
 - How to talk so kids will listen and listen so kids will talk
 - Dealing with divorce
 - Mastering math facts
 - Talking with kids about sex
 - Helping your child survive first grade (middle school, or whatever)
 - How to handle discipline

- Proven study skills you can teach your child
 - Liking school, loving learning
41. Try a parents' Hall of Fame.
 42. Publish a school calendar.
 43. Provide time for teachers to get to know parents.
 44. Hold several open house programs throughout the year—Try *Visitation Days*.
 45. Know the four keys research tells us about making parent education programs work:
 0. **Empower parents**—encourage parents, work with them to set and carry out goals. Especially, don't assume you know what is best for parents. They know themselves best.
 1. **Focus on the needs of both parents and the child.** Parents can't help their children if they desperately need help themselves—a job, housing, simple support from other adults.
 2. **Adjust to the needs of the specific parents in the program.** There is no one-size-fits-all program.
 3. **Allow plenty of time for parent discussion.** Programs should be parent dominated.
 46. Include student demonstrations at school meetings—not everything has to be a student "performance."
 47. Provide child care.
 48. Share with parents experiences you have had with your own children—it breaks down barriers, gets you out of your "role" and help parents see you as a fellow parent.
 49. At parent group meetings, never ask parents questions where there can be wrong answers.
 50. Recognize what parents **are** doing to help children—praise them.
 51. Use simple evaluation forms to get parent feedback on every meeting or event.
 52. Learn the tricks for dealing with angry parents—separate the parent from the argument he is making, use active listening, don't get angry, look for areas of

agreement (We both want your child to do well), find a win-win solution, if necessary devise a temporary solution.

53. Develop a school handbook, and get parents' help in determining its contents.
54. Tap the vast parent resource pool every school has—parents who have lived overseas, who speak other languages, who have jobs that use skills schools are trying to teach children, who have hobbies that fit into the curriculum, etc.
55. Get Dads out with: Projects that call on Dad's special abilities (building, painting); feature male speakers; proclaim celebrations; offer incentives (raffles, etc.).
56. Try "quick notes" home—notes on the day something happens. A parent helps child with spelling test and child does better. Shoot an immediate note home to say, "It's working."
57. Take parents' pictures. Tell them in advance that pictures will be taken with their child, and prepare for a crowd.
58. Present a TV workshop for parents—how to control TV time.
59. Sponsor a "No TV Week" for your school and enlist parents' help in finding other activities for the whole family.
60. Try to provide interpreters and tell parents they will be there.
61. Investigate "telephone mail" systems.
62. Encourage teachers to assign homework that requires talking with someone at home.
63. Ask hostile parents for their advice on something.
64. Tell parents what teachers would like to tell parents if they had the chance—and ask parents what they would like to tell teachers. Then tell them!
65. Put up a Welcome sign in every language spoken by students and parents at your school—get parents to help get the words right.
66. Try an overnight read-in with parents, kids and local drop-in celebrities.
67. Establish a friendly contact with parents early in the year, "**In Time of Peace.**"
68. Focus on the strengths of families—they know their children better than anyone else. Find ways to get that information to the right people.
69. Set up a parent center in your school stocked with resources to help parents.

70. Consider an inservice program for staff on single-parent families—staff can help provide information and it can be a real eye-opener.
71. Be very careful to monitor how your school telephone is answered. Phone impressions are lasting ones!
72. Consider learning contracts involving school, parent and child.
73. Work to encourage businesses to provide time for parents to attend school conferences.
74. Set up a lending library of at-home learning activities.
75. Remember that hard-to-reach parents can often be reached through their churches.

This handout comes from a presentation by [John H. Wherry, Ed.D.](#), President, The Parent Institute, P.O. Box 7474, Fairfax Station, VA 22039-7474. For information about publications and services (U.S. and Canada) call toll-free: 800/756-5525. The Parent Institute publishes the *Educators' Notebook on Family Involvement* newsletter for school staff (from which all ideas for this presentation have been taken), the *Parents make the Difference!*, *Parents Still make the difference!*, *Helping Children Learn*, *Helping Students Learn* and *Building Readers* newsletters for schools to distribute to parents, as well as booklets and videotapes for parents.

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What Is Family Culture?

Websters defines culture as "A particular form of civilization, especially the beliefs, customs, arts, and institutions as a society at a given time." Family culture is the unique way that a family forms itself in terms of rules, roles, habits, activities, beliefs, and other areas. The racial or ethnic culture in which a family lives may strongly influence family culture. Other families are no longer tied to cultural norms of their ethnic or racial group. Every family is different, every family has its' own culture.

What is Cultural Competence in the area of Family Culture?

As helping professionals, we are frequently asked to assist families. Often, because we do not learn the unique culture of a family, our interventions effectively ignore how this family operates. We then are sometimes puzzled why the family does not respond to services, or why their "buy-in" or cooperation is low. Culture is about differences – legitimate, important differences. Cultural competence in the area of family culture occurs when we not only discover what the individual family culture of a family is, but we appreciate the cultural differences of the family.

What are the Primary Areas of Family Culture?

If we are to be family culture competent, we need to find out how a family operates. Among others, we look at the following areas of focus:

- What parents like most about their children (looking for parent preferences and differences)
- We ask what their goals are – what life would look like if things were better.
- We ask parents what their goals for their children are.
- We find out about what they see as their biggest accomplishments.
- We find out what makes them happy.
- We ask what their favorite memories of their families are.
- We find out how the parent is a parent – what they see their best qualities as.

- We find out if the family has special rules
- We discover who their friends are, who they call when they need help or want to talk, and who they consider to be supportive.
- We find out how the family has fun, what they prefer to do.
- We ask about traditions or cultural events that they participate in, and how they do this.
- We find out about special values or beliefs that they learned from their parents or others
- We ask about their connections to the faith community or if and how they worship

What Is the Wraparound Process?

By John VanDenBerg

The wraparound process is a way to improve the lives of consumers who have complex needs. It is not a program or a type of service. The process is used to help communities develop individualized plans of care. The actual individualized plan is developed by a Wraparound Team, the four to ten people who know the consumer best, including the consumer and their family. The team must be no more than half professionals.

The plan is needs-driven rather than service-driven, although a plan may incorporate existing categorical services if appropriate to the needs of the consumer. The initial plan should be a combination of existing or modified services, newly created services, informal supports, and community resources, and should include a plan for a step-down of formal services. This plan is family centered rather than child centered. The parent(s) and child are integral parts of the team and must have ownership of the plan. No planning sessions occur without the presence of the child and family.

The plan is based on the unique strengths, values, norms, and preferences of the child, family, and community. No interventions are allowed in the plan that do not have matching child, family, and community strengths. The plan is focused on typical needs in life domain areas that all persons (of like age, sex, culture) have. These life domains are: family, living situation, financial, educational/vocational, social/recreational, behavioral/emotional, psychological, health, legal, cultural, safety, and others.

All services and supports must be culturally competent and tailored to the unique values and cultural needs of the child, family, and the culture that the family identifies with. The child and family team and agency staff who providing services and supports must make a commitment to unconditional care. When things do not go well, the child and family are not "kicked out", but rather, the individualized services and supports are changed. Services and supports are community-based. When residential treatment or hospitalization is accessed, these service modalities are to be used as resources and not as placements that operate outside of the plan produced by the child and family team.

Planning, services, and supports cut across traditional agency boundaries through multi-agency involvement and funding. Governments at the provincial, state, district, regional, and local levels work together to

improve services. Outcome measures are identified and individual wraparound plans are frequently evaluated.

IF IT DOESN'T HAVE THESE ELEMENTS, IT ISN'T WRAPAROUND!

The wraparound process includes a set of framing elements which serve as the philosophical base for the process. The elements were presented at the first conference on the wraparound process, held in Pittsburgh in 1991.

1. Wraparound efforts must be based in the community.
2. Services and supports must be individualized to meet the needs of the children and families.
3. The process must be culturally competent and build on the unique values, preferences, strengths of children and families.
4. Parents must be included in every level of development of the process.
5. Agencies must have access to flexible, non-categorized funding.
6. The process must be implemented on an inter-agency basis and be owned by the larger community.
7. Wraparound plans must include a balance of formal services and informal community and family resource.
8. Services must be unconditional. If the needs of the child and family change, the child and family are not to be rejected from services. Instead, the services must be changed.
9. Outcomes must be measured. If they are not, the wraparound process is merely an interesting fad. Fortunately, the wraparound process is increasingly the object of scientific investigation. The results of initial studies are promising.

TEN OPTIONS TO IMPLEMENT THE WRAPAROUND PROCESS

1. A community team with broad representation: Agencies, schools, the business community, cultural leaders, neighborhood leaders, clergy, advocates, law enforcement, and others. Larger communities may have multiple community teams, or one overall team with neighborhood subcommittees. A good wraparound plan is always a blend of formal and informal resources. The agencies and schools broker the formal resources, the other team members broker the informal resources.

2. A broker agency or agencies to work under the community team and broker implementation of the wraparound process. Broker agencies can be public or private, as long as they represent the larger community.
3. Establishment of a referral mechanism into the wraparound process. Many communities start with children and families with more complex needs, but the process can start with an early intervention focus.
4. Establishment of wraparound process facilitators (case managers, service coordinators, etc.) who often work for the broker agency and who are specialists in managing the wraparound process.
5. With the referred child and family, the facilitator does a thorough strengths discovery to identify the strengths, values, preferences, cultural identity, and norms of the child and family. The wraparound process cannot be done without this step.
6. The facilitator works with the child and family to identify four to ten persons (in addition to the child and family) who will form a child and family team. This team must not be more than 50% professionals.
7. The child and family team looks at strengths, values, preferences of the child, family and the community, systematically looks at life domain needs. The team produces a plan that is based on the discovered strengths, values, and preferences.
8. A crisis plan is produced by the child and family team. The crisis plan is intended to help prevent crises, but also to deal with them if they occur.
9. Outcome indicators are designed and outcome information is collected as the plan is frequently evaluated. Without outcomes, the wraparound process is just one more fad.
10. The plan is reviewed by a sub-committee of the community team. The community team reviews outcomes and begins to modify the system of care to better meet needs of children and families.

CHILD AND FAMILY TEAMS

FUNCTIONS: Developing wraparound plans; planning for crisis; supporting the implementation of the plan; accessing informal and formal supports/resources; monitoring services; inspiring unconditional care; long term support of family long after formal services are gone.

MEMBERS: Parents, kids (if they can handle it), and the 4-8 people who

know the family best. If you don't know the strengths and needs of the family, you can't be on the child and family team.

WHO DETERMINES WHO IS ON THE TEAM: The facilitator works with the family to see who knows them best.

MEETING PLACES: Wherever it is comfortable for the family

MEETING TIME: Set the meeting times at the convenience of the team members who have the most difficult schedules.

MEETING FREQUENCY: At first, the team meets every week. Within four weeks or so, the meetings drop to once a month. Later, the team meets quarterly or as needed. Ideally, the membership of the team should be at least one-half non-professionals who have access to informal resources and supports which the professionals may not be familiar with. Experience has shown that a team composed primarily of professionals can serve to discourage family access, voice, and ownership, and the resulting plan may be primarily composed of existing formal services which may not reflect the individual needs of the child and family. The professionals on the team must be those who are or have been involved with the family, since strangers are not likely to know the strengths, culture, and values of the family.

Facilitators are trained to see the team as a dynamic process in which some members may be added or subtracted as the needs of child and family change over time. If the team has been correctly configured, it is likely that the culture of the family will be represented by several members of that culture. Therefore, the eventual plan is likely to be culturally competent.

WHAT ARE INFORMAL RESOURCES

Informal resources are the "goodies" in a community that can be supportive to families, and that do not cost money to get. They occur both within a family and their friends, and within communities.

How Do We Find Out About Informal Resources?

We find out about informal family resources by asking the family. In some situations, the family does not want to let us know who their supports are, so we learn about their informal resources slowly as trust develops, or sometimes not at all. We find out about community informal resources by learning the community, by linking to the community where families live, and by recognizing the importance of informal resources.

Are Informal Resources More Important Than Formal Services or Treatment?

If you poll your family and friends about how they have gotten through their life crises, most will tell you that they did so by having access to family, faith, or friends. Services or treatment can be vitally important, but most of us get through life by depending on our families and community. In some cases, families lose their connection to their supports through their families or through the community, often due to abuse, violence, stress, or addiction. Part of the job of a helping professional is to help families recover and again learn to access their own or the communities' informal resources.

TAKE A LOOK AT YOUR COMMUNITY

Who brokers formal services?

- Services agencies
- Government offices
- Schools, school boards
- Others

Who brokers informal services and supports?

- Clergy and parishioners
- Business leaders
- Families
- Cultural groups and leaders
- Leagues and teams
- Unions
- Volunteer networks
- Service organizations
- Universities
- Others

EXAMPLES OF FORMAL SERVICES AND SUPPORTS:

- Therapy
- Day Treatment
- Case Management
- Medication
- Respite Services
- Home-based Services

EXAMPLES OF INFORMAL SERVICES AND SUPPORTS:

- Neighborhood helps with transportation
- Rotary sponsored a family

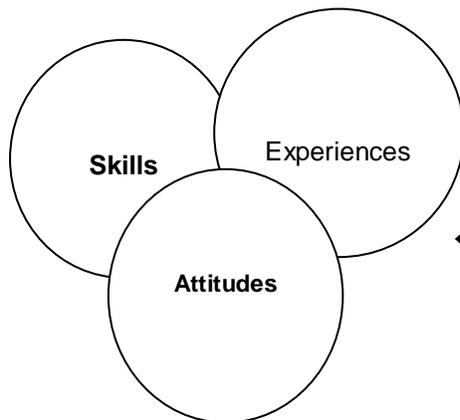
Craftsman hired to make repairs
Single parent taught to choose a better mate by another
Peers organize to help support teen to be legal

Shoulder to Shoulder

Explore various models of community problem solving such as Study Circles, Policy panels and Community Justice Workshops. Understand focus group process proven effective in supporting meaningful dialog to better identify issues such as effective services delivery, gaps in services. Success in implementing strength-based approaches to care and empowerment within the system of care. Learn the steps to begin the process, strategies to engage all levels of the community and putting learning into action. Participants will have the opportunity to apply for a mini-grant to support community problem solving effort in their local community.

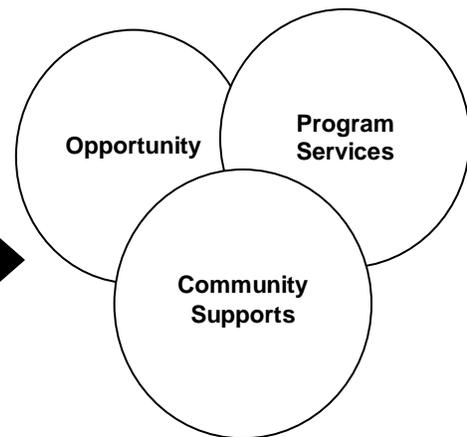
Youth Side

What kind of assets and experiences do Young people need to develop into positive productive adults?



Community Side

What kinds of assets and influences are there within the community to foster and Support that development.



Spheres of Influence
James B Hyman, Ph.D,

Outline of Training:: (Approximately 3 hours)

- ◆ Understanding community problem solving
 - Brief review of current research and literature
 - Principles of change
 - Group Process
 - Facilitation Techniques
- ◆ Community problem solving models
 - Various types of existing programs, materials, and resources
 - Criteria for selection
 - Steps to continue, enhance, or increase community problem solving initiatives

Authentic Youth Involvement

What are *Authentic Youth Involvement* practices and philosophies and how can they be implemented within various settings of Cornerstone. What are the steps committees can take to incorporate these practices to support youth involvement and ensure youth people experience:

- Caring for supportive groups
- Meaningful involvement
- Opportunity to learn new skills
- Recognition and value
- Have the ability to shape their environment.

Review Youth on Board curriculums and begin establishing a plan for your committee for involvement and representation on committees and boards. This will include suggestions on roles, responsibilities, and steps to ensure success.

Outline of training: (Approximately 2 hours.)

◆ *Understanding authentic youth involvement*

- Brief review of current research and literature
- Creating adult and youth partnerships
- Roles of adult mentors on leadership boards

◆ *Youth on Board Models*

- Various types of existing programs, materials, and resources
- Criteria for selection, development, and implementation
- Steps to involve, recruit, and build youth participation

◆ *Next Steps*

- Youth Training and skills development

Families as Authentic Partners

Join with other parents of children with behavioral and emotional issues who recognize their expertise for the need of families to take an active roles in the community. Understand the meaning of authentic leadership, models of effective group work, basic board procedures, and evaluation. Develop a personal action plan to help accomplish your goals.

Outline of training: (Approximately 6 ½ hours)

◆ *Making a difference in your community*

- Panel discussion from families, youth and community leaders

◆ *The meaning of authentic leadership*

- Value of families and youth as experts
- Situational leadership

◆ *Collaboration Process*

- Power through a group
- Strategies of mobilization
- Effective Groups
- Making your point through advocacy

◆ *Practical how to's*

- Boards 101
- Introduction to evaluation
- Pieces to plan

◆ *Steps for success*

- Moving to action
- Building Allies and changing attitudes
- Taking back to your community