POSITIVE OUTCOMES OF THE PARENT PROJECT

ESD 112
In partnership with
OSPI 459 Title I Neglected Delinquent, Subpart 2 Special Projects

Welcome!

GAIL SPOLAR
Director of ESD 112 Youth Workforce and The Truancy Project
Trained Parent Project Facilitator, serving both Clark and Cowlitz County

JENNIFER BEEKS
Truancy Project Specialist for The Clark County Community Truancy Project
Trained Parent Project Facilitator

What is the Parent Project®

- The Parent Project is a parent training program designed specifically for parents raising difficult or out-of-control children.

The largest court mandated juvenile diversion program in the country!

The American Bar Association Center on Children and the Law

Why Parent Project®

Parent Project® is designed to address the Most destructive of behaviors

- School Failure
- Truancy
- Family Conflict
- Drug Use
- Gang Involvement
- Violent Behavior
- Runaways

Key Elements of Parent Project’s® Success

- 22 years in development
- Need based (built on parent’s questions)
- Solution focused / Behavioral approach
- Offers parents concrete, no-nonsense answers
- Activity based instruction
- Cooperative learning norms
- Provides emotional and practical support
OPSI 459 Title I Neglected Delinquent, Subpart 2 Special Projects were awarded

- Truancy Project had identified Parent influence as a barrier to school attendance
- No community resources addressed parenting of at-risk youth
- ESD 112 Truancy Project and Education Advocacy partnered to present The Parent Project®

Parent Project® offers an excellent curriculum and user-friendly training manual.

- Facilitators are effectively trained and are fully prepared to work with the families on difficult and emotional topics.
- Empowering Parents to work toward supporting each other takes the pressure off community resources to “fix” their child.

Group Roles:

- Facilitators
- Reporter / Recorder
- Time Keeper
- Cheerleaders

3 Benefits of Group Roles

- No one gets to skate (active participation)
- Parents practice vital verbal and nonverbal communication skills
- Essential community bonding occurs (a must for on-going, parent led support groups)

Cooperative Learning Is More Than Group Learning

- Common Goal or Product
- Positive Intradependence (we sink or swim together as a group)
- Intra-group work is non-competitive (us vs. me)
- Individual Accountability (no one gets to skate)

Activity-Based Curriculum:

- Maximizes Learning
- Allows for practice
- Increases retention
- Helps insure success for under-educated/kinesthetic learner
**Activity: Change**

Tell me and I will forget
Show me and I will understand
Involve me and I will remember

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**Parent Project® impact in Clark County**

- We held 3 separate, 10 week session March-August 2010
- All session participants were given pre and post assessment

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**Parent Project®**

**impact in Clark County**

- 30 day follow up calls and contact were made with all participants
- Support groups were established
- Communication is still open between Parent Project Facilitators and participants

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**Interpersonal Relations**

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**Past 30-Day Interpersonal Relations: Pre-Post Participation**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Pre-Survey N=40</th>
<th>Post-Survey N=31</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spent time with family</td>
<td>30%</td>
<td>79%</td>
</tr>
<tr>
<td>Enjoyed relationships</td>
<td>2%</td>
<td>11%</td>
</tr>
<tr>
<td>Communicated in pleasant/appropriate manner</td>
<td>7%</td>
<td>12%</td>
</tr>
<tr>
<td>Challenged rules, expectations</td>
<td>6%</td>
<td>12%</td>
</tr>
<tr>
<td>Cooperated with rules/expectations</td>
<td>8%</td>
<td>11%</td>
</tr>
<tr>
<td>Argued/disrespectful</td>
<td>7%</td>
<td>12%</td>
</tr>
</tbody>
</table>
Social Problem/Delinquency (SP/D)

Parental Influence

Questions?

For Further Information

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