

Engaging Parents of Teens in Teen Pregnancy Prevention Programs



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Ready, Set, Sustain: Continuing
Our Success

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Learning Objectives

By the end of today's session, participants will be able to:

- ✓ Cite the evidence supporting parent involvement in teen pregnancy prevention programs;
- ✓ List the six types of parent involvement as defined in the Epstein Framework;
- ✓ Describe specific strategies that address the Epstein Framework;
- ✓ Apply these strategies and activities to engage parents in teen pregnancy prevention programs; and
- ✓ Identify tips for gaining parent consent for teen pregnancy prevention programs.

Parent Definition

Parent is used to refer to the adult primary caregiver(s) of a child's basic needs.

- ✓ Biological mother and father
- ✓ Grandparents
- ✓ Aunts or uncles
- ✓ Cousins
- ✓ Siblings
- ✓ Stepparents
- ✓ Adoptive parents
- ✓ Foster parents
- ✓ Etc.

Agenda

- ✓ Introductions
- ✓ Research for Parent Involvement
- ✓ Epstein's Framework and The Six Types of Involvement
- ✓ Case Studies
- ✓ Parent Consent
- ✓ Closing

Introductions

- ✓ Name
- ✓ Role
- ✓ Agency
- ✓ Setting where you work with youth (or the programs you oversee work with youth)

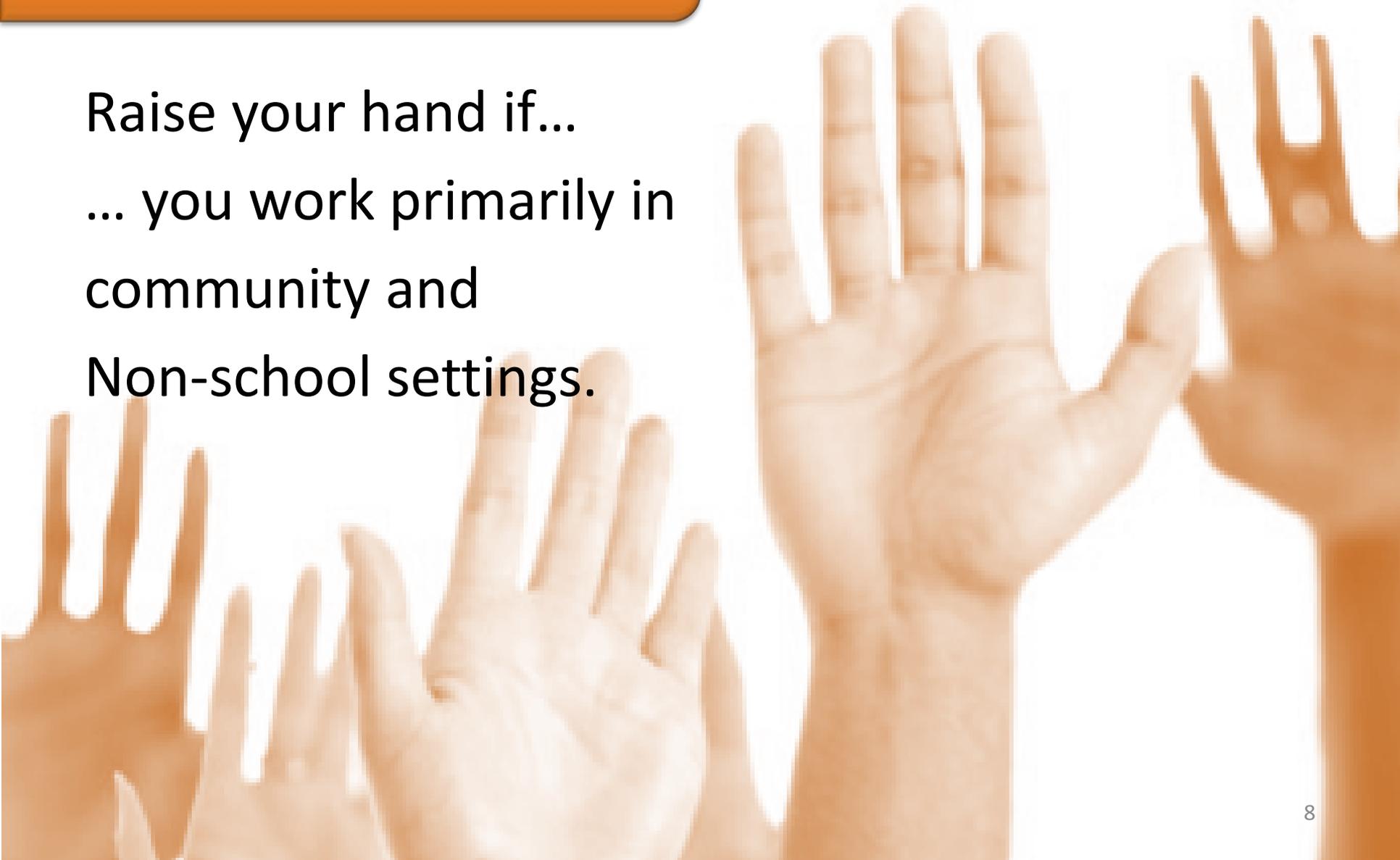
Introductions

Raise your hand if...
...you work primarily in
school settings.



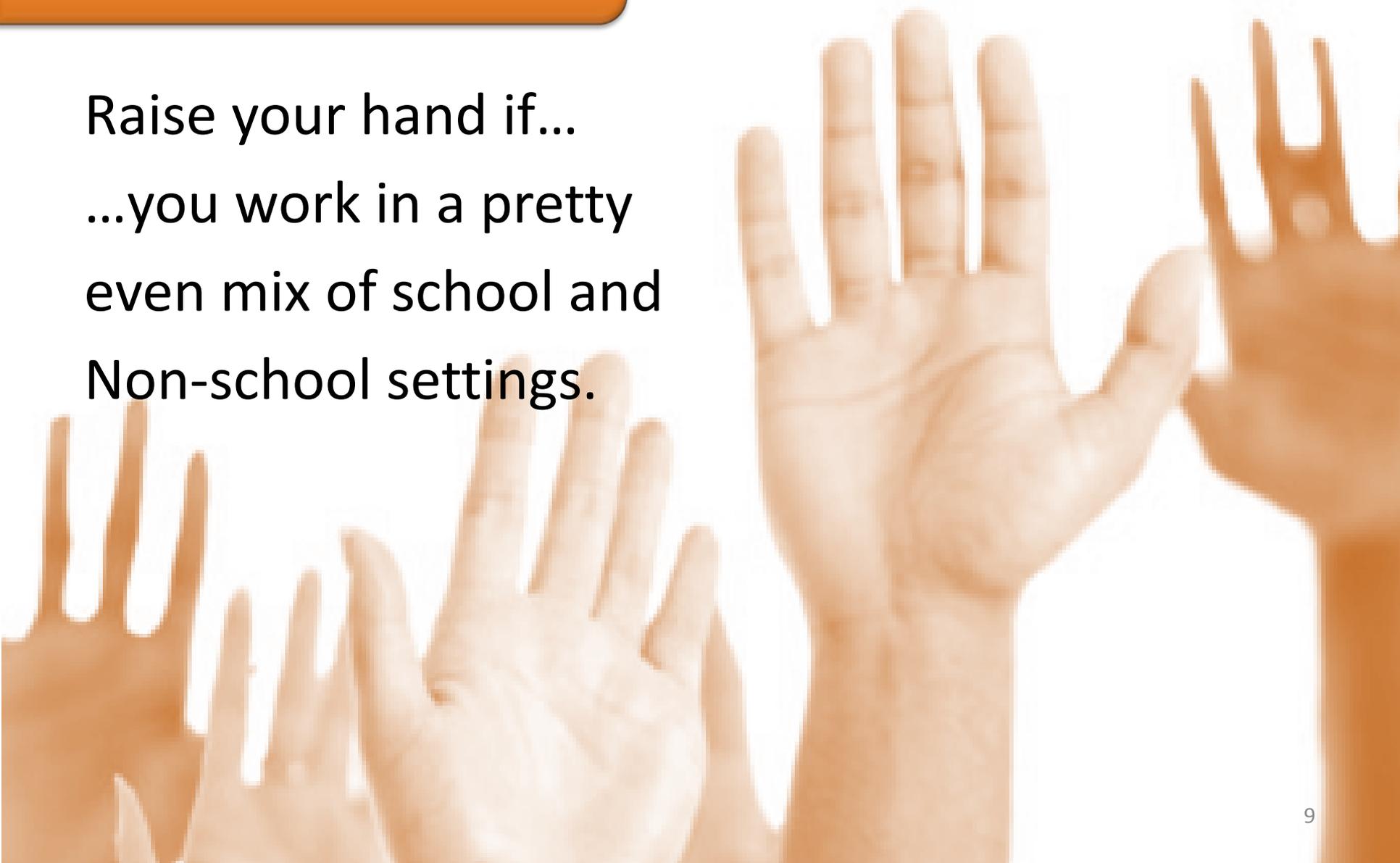
Introductions

Raise your hand if...
... you work primarily in
community and
Non-school settings.



Introductions

Raise your hand if...
...you work in a pretty
even mix of school and
Non-school settings.



Parent Child Connectedness

Parent-Child Connectedness is a **condition** that is characterized by the **quality** of the **emotional bond** between parent and child, and the degree to which this bond is both **mutual** and **sustained** over time.

- ETR Definition (PCC Bridge Project)

Introduction

1. Find a partner.

Think about a time when you were a teen and you **felt a strong connection** to a parent or other adult. Identify the factors/ behaviors that contributed to creating that connection. Share with your partner.

2. Find a new partner

Think about a time when an adult did something to **damage his/her connection** with you (or ruined an opportunity for connection). Identify the factors/behaviors that damaged or prevented the connection. Share with your partner.

Research Supports Engaging Parents

From adolescent health research:

- ✓ **Parent-Child Connectedness (PCC)**

From academic achievement research:

- ✓ **Participation in well-designed at-home activities**

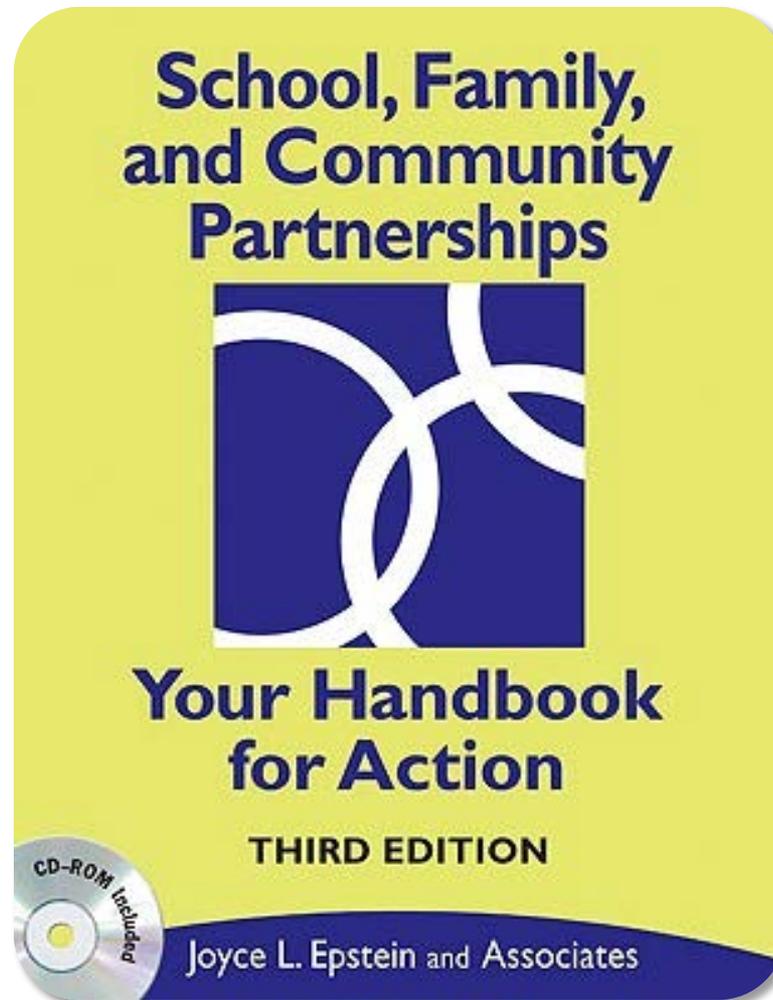
Parent-Child Connectedness (PCC)

PCC has been called a “super protector.”

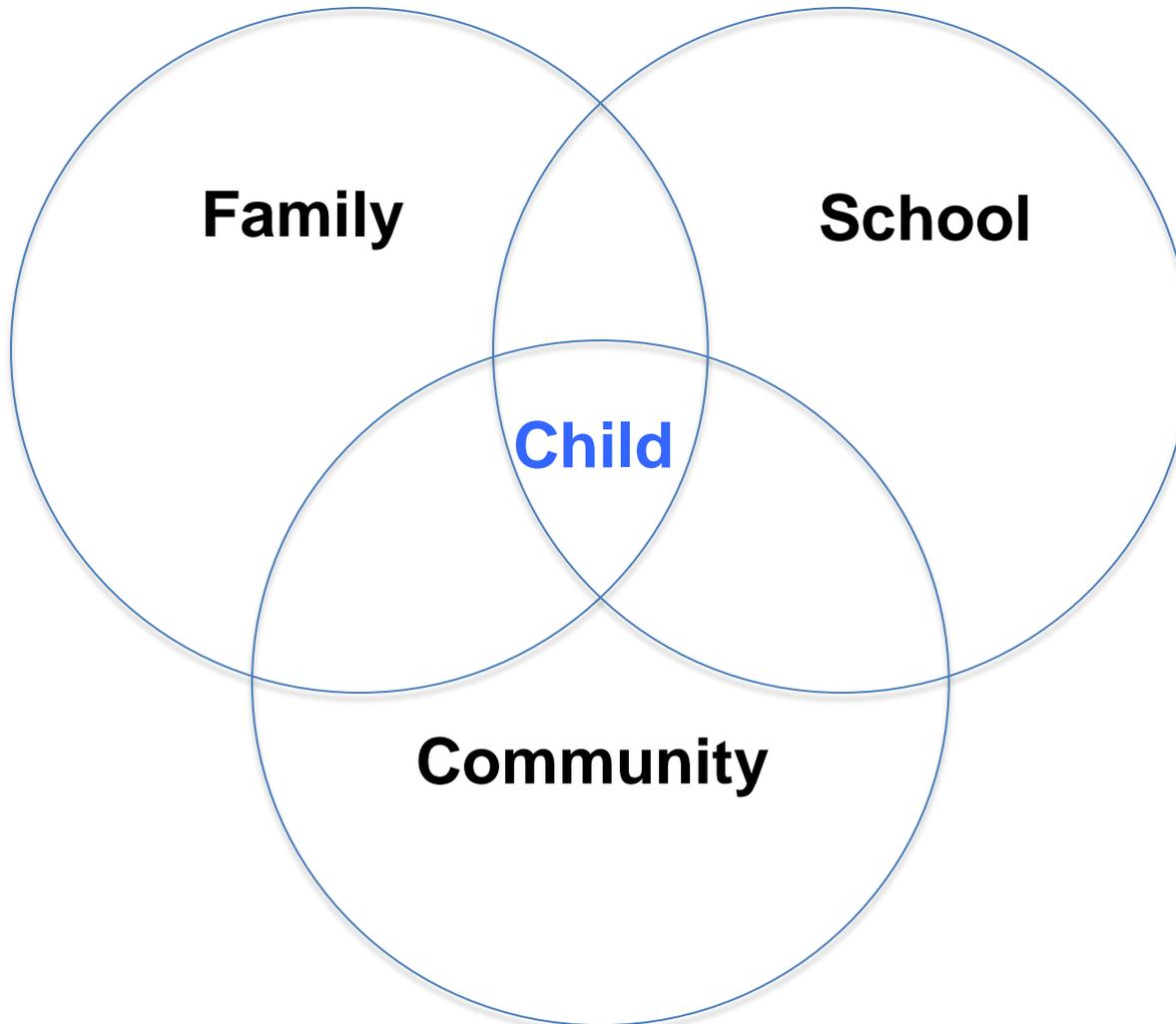
It’s a significant protective factor for many adolescent life outcomes:

- ✓ **Unintended pregnancy, HIV/STD infection & sexual risk-taking** (ETR Associates, Social Development Research Group, University of Miami School of Medicine, and the National Longitudinal Study on Adolescent Health)
- ✓ **Alcohol, tobacco & drug use** (SAMHSA Model programs)
- ✓ **Academic Achievement** (Review in Epstein et al)
- ✓ **Delinquency & truancy** (OJJDP Model Programs and the Social Development Research Group)
- ✓ **Violence and Gang involvement** (OJJDP Model programs)

Work of Joyce Epstein, PhD, and Colleagues



Overlapping Spheres of Influence



Six Types of Involvement

1. Parenting (building parenting skills)
2. Communicating with parents
3. Volunteering
4. Learning at home
5. Decision making
6. Collaborating with the community

Instructions

In your small group, create a poster with the following:

1. Brief description of the involvement type
2. Example activities for TPP providers
3. 2-3 potential challenges in using the involvement type
4. Possible solutions to those challenges

Type 1: Parenting



Build the
parenting skills of
parents

Type 1: Parenting

Examples:

- ✓ Offering parenting classes
- ✓ Providing access to and showcasing online resources developed for parents
- ✓ Offering a lending library of parenting resources

Type 2: Communicating



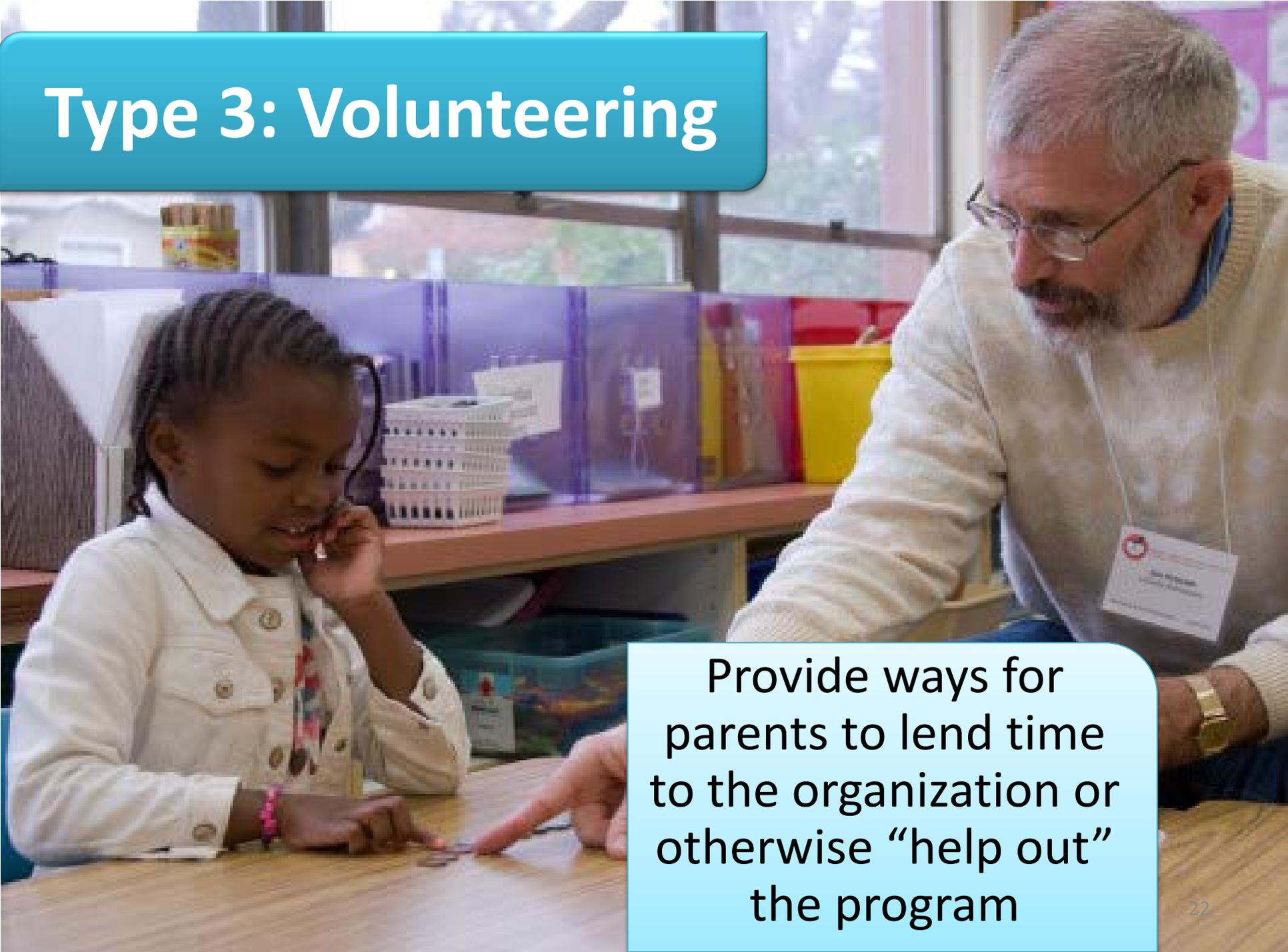
Establish open and effective two-way communication between providers and parents

Type 2: Communicating

Examples:

- Creating a social networking group
- Translating written materials to other languages, as indicated by population served

Type 3: Volunteering



Provide ways for parents to lend time to the organization or otherwise “help out” the program

Type 3: Volunteering

Examples:

- Involving parents during delivery of some adulthood preparation subjects (e.g., financial literacy)
- Asking parents to recruit other parents

Type 4: Learning at Home



Engage parents in at-home assignments to reinforce important messages and enhance parent-child communication

Type 4: Learning at Home

Examples:

- Prompting parents to share their values, hopes, and expectations through homework assignments
- Giving youth and parents flexibility with homework assignments (e.g., alternative choices of assignments)

Type 5: Decision Making



Include parents as
meaningful
participants in
decision-making
entities

Type 5: Decision Making

Examples:

- Giving parents a voice in program selection
- Preparing parents to present on your program's behalf in advocacy efforts

Type 6: Collaborating in the Community



Connect parents with resources in the community and community-service opportunities for the family

Type 6: Collaborating in the Community

Examples:

- Helping parents connect with needed services in the community (e.g., human services)
- Launching a service-learning project that includes family participation

Case Studies

- Get into table groups with your setting
- Identify a reader and a recorder.
- Read aloud the Case Study.
- Consider the problem solving question.
- Use the challenges/solutions from the previous activity, if appropriate



Barriers

- Logistics
- Limited Availability
- Psychosocial Issues



Special Considerations

- Expand your definition of parents and family
 - Aunts, uncles, grandparents, cousins, etc.
 - Nonrelatives – neighbors, trusted adults, etc.
- Develop a working group representative of the parent population
- Address language barriers
- Provide program implementers with professional development on parent engagement

Parent Consent Active and Passive

Opt In

vs.

Opt Out

Tips for Gaining Consent

1. Know your policies
2. Create a clear and easy-to-understand form
3. Use multiple methods to assure receipt of notification
4. Give sufficient time for parents to respond (and send reminders)
5. Make program materials easily accessible for review

Tips for Gaining Consent, *cont.*

6. Be accessible to answer questions
7. Provide multiple ways for parents to respond to notification
8. Document your efforts

Questions



Selected Resources

- Parent Engagement: Strategies for Involving Parents in School Health (CDC DASH)
http://www.cdc.gov/healthyouth/AdolescentHealth/pdf/parent_engagement_strategies.pdf
- Parent-Child Connectedness: New Interventions for Teen Pregnancy Prevention (ETR Associates)
<http://recapp.etr.org/recapp/documents/research/PCCInterventions.pdf>
- An Assessment of Parent Involvement Strategies in Programs Serving Adolescents (RTI International)
<http://www.hhs.gov/opa/pdfs/parent-involvement-final-report.pdf>
- Innovative Approaches to Increase Parent-Child Communication: Their Impact and Examples from the Field (SIECUS)
http://www.siecus.org/data/global/images/innovative_approaches.pdf

THANK YOU!

