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**FINAL REPORT**

**TEEN AGE PARENT PROJECT  
(TAPP)**

**10/01/86 through 12/31/88**

**Cooperative Educational Service Agency 5  
626 East Slifer Street  
Portage, WI 53901**

**NCCAN Grant  
#90 CA 1285/01**



## Introduction

The Teen Age Parent Program (TAPP) of CESA #5 began operations in December, 1986, and continued through December, 1988. The program was the only school-based teen parent program of the 22 projects funded in 1986 by the National Center on Child Abuse on Neglect (NCCAN).

TAPP served two school districts in two Wisconsin counties; Wisconsin Rapids School District in Wood County and Stevens Point School District in Portage County.

In both districts, TAPP involved four components:

- Support Groups for Teen Mothers
- Support Groups for Teen Fathers
- Support Groups for Extended Family Members
- Volunteer Parent Aides

The number of persons served by the program were:

	<u>Wis. Rapids</u>	<u>St. Point</u>	<u>Total</u>
Teen Mothers	54	46	100
Teen Fathers	20	22	42
Extended Family Members	29	31	60

Because the products of this project include a support group report and manual as well as a volunteer parent aide program manual, portions of those manuals are contained in the narrative of this report. Please see the manuals for more detailed accounts of activities.

This report also contains portions of the quarterly report narratives and the complete evaluation package.

### Project Organization

The official grantee for the NCCAN funding and the administrative agency for TAPP was the Cooperative Educational Service Agency #5, or CESA #5.

The CESA system is a non-profit statewide organization composed of districts. The CESA in each district serves the school districts within its geographical borders by providing access to materials on a cooperative basis that the school districts could not afford individually.

The Project Director and Coordinator for TAPP were CESA #5 employees. The group facilitators, however, were employees (teachers) of their respective school districts. CESA allocated grant monies to the school districts which, in turn, paid the facilitators' salaries on their established pay scale.

This arrangement had an inherent potential for problems. First, though the school district administrators were involved in the selection process for the coordinator position, neither the Project Director nor Coordinator were consulted regarding the selection of the facilitators. Also, the salary ranges that the chosen facilitators fell into, necessitated cutting back the coordinator position from full time to half time.

Though the coordinator was responsible to oversee the day-to-day operation of the project and, in essence, supervise the

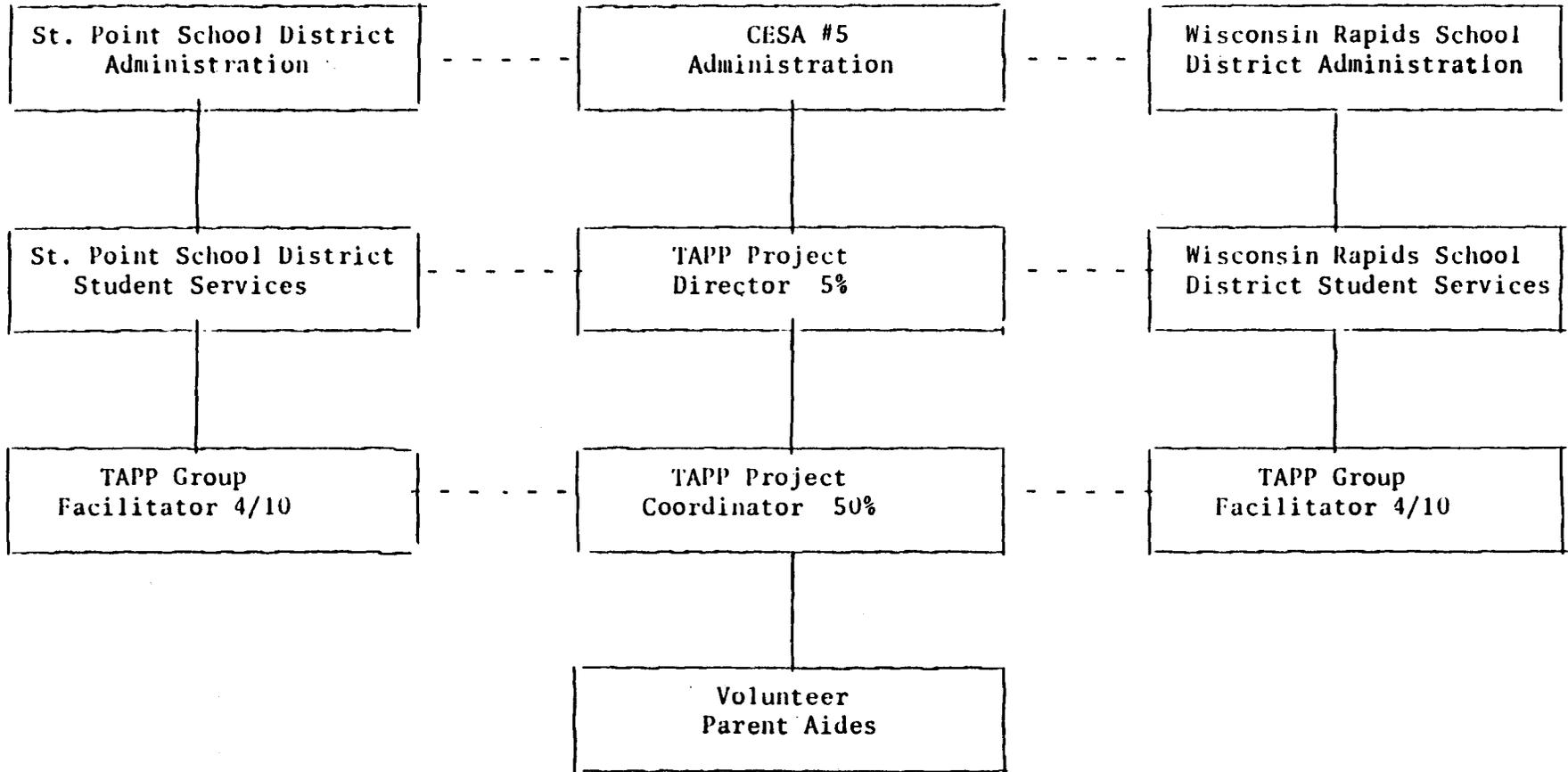
facilitators, there were no real lines of authority attached to those relationships (See Organizational Chart). Fortunately, the coordinator and facilitators were able to work effectively together on a collegial basis, meeting weekly to discuss strategies, progress, problems, etc. The possibility for problems with this arrangement, however, are obvious.

Just prior to the final quarter of NCCAN funding (coinciding with the first academic semester of 1988-89), the Stevens Point School District, in an economy move, chose to change facilitators. The new facilitator had been actively co-facilitating TAPP groups on a voluntary basis since their inception, so program continuity was not heavily damaged by this decision. However, the lack of control over staffing in this situation could have resulted in damage to the project if continuity had been more dramatically disrupted.

Because of the potential for staffing and supervisory issues, the organizational model for this project is far from ideal. A replication of this structure should be approached with caution.

The most important positive outcome of the organizational structure was that both school districts chose to allocate money from their regular student services budgets to continue the school based portions of the TAPP project. Clearly, the involvement of their faculty members provided an incentive for this allocation.

TAPP Organizational Chart



\*Solid lines represent delieated lines of authority.

\*\*Broken lines represent responsibility to oversee TAPP operations but no real authority.

## Program Development

Although the communities and schools are similar in size and are closely located, there were some distinct differences to be noted between the schools.

### Wisconsin Rapids

Prior to the establishment of TAPP at the Wisconsin Rapids Lincoln High School (LHS), the school had the School Age Parent Program (SAPR) for over ten years. Therefore LHS already had a credible program in place which was serving the prenatal needs of pregnant adolescents. The facilitator for SAPR was the natural choice for directing TAPP since she already had an established rapport with students, staff, administration, medical professionals, and community agencies serving the pregnant adolescent. Because the groundwork for SAPR had been in place many years prior to the inception of TAPP, the LHS program did not have to re-initiate the necessary school and community contacts.

### Stevens Point

On the other hand, Stevens Point Area Senior High (SPASH) had started the Single Parent/Homemaker Program the year prior to the establishment of TAPP. Therefore, the Stevens Point district program needed to develop a network with community and school programs which might potentially serve the pregnant or parenting adolescent. It was necessary, therefore, in Stevens Point, to determine what agencies or programs could serve the target

audience.

Numerous contacts were made with existing school programs such as: Alcohol and Other Drug Programs, Guidance Department, Job Training Partnership Act Program, School Health Services, School Psychologist, and other programs serving the "at-risk" population. Phone contacts or meetings were held with the following community programs: Portage County Human Services, Women Infant Children (WIC), Family Planning, Council on Community Agencies, Single Parent Task Force, various child care agencies, Family Crisis Center, First Call for Help, Lutheran Social Services, Catholic Charities, Childrens' Service Society, Mid-State Technical College, and Operation Bootstrap.

### General

In addition to networking with the above mentioned programs and agencies, presentations were made by the TAPP facilitators from both schools to various groups within their communities for the purpose of promoting the program and developing support. Presentations were made to: OB/GYN staff, Guidance personnel for junior and senior high schools, school board, Student Services Team, county nursing staff, county home economics organization, church groups, League of Women Voters, CESA #5 school superintendents, and high school classes interested in the problems of teen pregnancy.

Public relations and publicity were important tools for program support. TAPP brochures were distributed at each presentation or meeting. They were also placed in agency offices

for the public to pick up. An article was published in the Guidance Newsletter sent to all high school families. Each school had coverage of the programs in local newspapers. Program posters were developed and distributed throughout the schools.

Once a relationship with agencies and programs was in place, the referral system was developed. As students were referred to TAPP, they were surveyed for their programming interests, services desired, and meeting time preferences.

Students referred were then sent letters inviting them to participate. They were also sent the TAPP brochure which outlined services. Follow-up phone calls were made to encourage students to participate, to explain the program, and to give a more personal invitation.

Because LHS had an ongoing SAPR most of the referrals to the program were already in a school based program and would now be in a second program led by the same facilitator. Therefore, problems of support, referrals, recruitment, and attendance were minimal.

#### Basic Group Organization and Structure

The main intent of TAPP groups was to provide an opportunity for pregnant and parenting adolescents and their families to develop skills essential for positive parenting. The ultimate goal was to lessen the potential for child abuse.

The approach was to provide separate support groups for teen moms, teen dads, and extended family members. All the groups were strictly voluntary; members could choose to attend or not.

All groups were to a great extent self-determining, in that the participants made more of the decisions regarding structure and content of the groups.

## Teen Mother Support Group

The most successful component of TAPP in both school districts was the weekly teen mother support group. The following are factors which are perceived to have contributed to the success of the group.

### Physical Environment

LHS had an ideal situation. TAPP was held in the Home Economics classroom which is also used for Parenting and Child Development classes. The room has a door to the outside and is easily accessible to the visitor parking area. This was convenient for those participants who no longer attended school and for those who would bring their children. The room also had an adjacent bathroom and a phone. Because the room was carpeted and the tables were arranged in a rectangle, it was a cozy space for the support group. Toys were available. All of these amenities made for an ideal meeting room.

SPASH TAPP was not as fortunate for the first semester. Meetings were held in the only available classroom; a drivers' education room. It contained student desks, had tile floors, was cold, and was located in an obscure area of the school. Two drivers' education teachers were assigned to this room and often interrupted TAPP meetings to come in and get things. Obviously this was far from ideal.

However, when the fall semester of 1987 started, TAPP was able to meet in the new Student Services room conveniently

located inside the front door of the school. It was carpeted and comfortably furnished. This facility provided the much needed private meeting space.

### Clarification of Rules and Expectations

At one of the first sessions, rules and expectations were agreed upon. Everyone agreed to a rule of confidentiality. It was agreed that all were free to talk about the kinds of things that went on in group as long as "general terms" were used and individuals were not named. Members also agreed to the right to "pass" or simply listen and not participate. It was agreed that all would try to respect the opinions of others even though they might not agree.

The facilitators also expressed their expectations for the group. Fundamental was commitment: time, support, attendance, and courtesy.

Participants were adamant about wanting the group to be different from class. This was accomplished by allowing group members freedom: to attend, to choose how the group would function.

### Group Self-Determination

TAPP members were allowed a great deal of input to the structure of the group. Much of the time was initially spent deciding when to meet, how often, what would be done, whether or not children would be present, and what refreshments to serve. Allowing and respecting opinions from participants was key to

developing rapport and group strength.

The direction of the group was also decided by the results of surveys. Consensus was to offer variety: speakers, videos and open discussion sessions. Again, flexibility was fundamental. Once the group was established, it was easy to sense when a change of approach or topic was necessary. During the second year, participants felt very comfortable in verbalizing their wishes for the direction of the group.

### Presence of Children

A key question regarding group organization was whether or not children would be present. Many participants said that they would not attend if their children were not included. Most did not have child care available to them. Many also wanted the opportunity to share their children with the group. It was decided to permit those who wished to bring their children to do so.

Obviously having children, especially babies present, created all kinds of distractions and disruption. Doing something with one's child was an excuse for not paying attention. Disruptive children, however, do lend themselves to unplanned topics of discussion and can become a learning experience. Another benefit of the children present was the opportunity to observe the interactions between parent and child. Facilitators and others were also able to model appropriate reactions and behaviors when dealing with the children.

### Flexibility to Meet Needs

Although a goal of developing positive parenting was foremost, the importance of meeting basic needs of the members became a priority. Immediate needs had to be met before participants were ready to discuss parenting issues. Therefore a lot of time was spent dealing with personal issues and concerns: relationships, finances, living on AFDC, using the system, and so forth. Addressing these issues showed our concern and involvement and certainly led to the development of the group. It also gave members the opportunity to learn from one another. Being able to offer advice to a peer about a problem that one has already handled, was a boost to self esteem.

### Peer Support

Ongoing evaluations of the teen mother support group revealed that the participants enjoyed the opportunity to share with others who were experiencing the same things. They also said that they respected the opinions of their peers. They appreciated having someone to listen to them and not tell them what to do. They felt that they really learned from the experience of others.

### Refreshments

Food was a great motivator. Refreshments were always served and participants looked forward to them. Participants offered suggestions for types of food and this provided another learning experience. Healthy snacks and appropriate foods for children

were topics of discussion. We usually served a fruit juice with some type of whole grain cracker, pretzel, or popcorn. Sometimes we offered cheese and crackers, fresh fruit, snack mixes, vegetables and dip, or other appropriate finger food.

### Co-Facilitators

Each TAPP was fortunate to have a volunteer co-facilitator who added credibility and was a protection in terms of liability. Most importantly, the co-facilitator often presented another perspective of any issues being addressed. Two adults present made it easier to do things in sub-groups. Co-facilitators also offered two different personalities and often it was easier for individuals to relate better to one or the other adult.

The facilitators provided key elements to the group. Obviously they directed the group initially. Once a group routine was established this role began to diminish. The facilitators offered emotional support and encouragement. They clarified what was said or meant and assisted members in considering alternatives or other agencies. When necessary, the facilitators did present information. An important characteristic of the facilitators was the ability to be flexible and adapt to the needs of the group. Most importantly, the facilitators exhibited empathy, shared and respected the feelings of group members. They were therefore, responsible to, not for the group.

## Problems Encountered:

### Attendance

Because of the voluntary nature of the program, attendance was sporadic. This created problems in trying to develop program continuity and in building rapport within the group.

Participants would attend for several weeks and then possibly not again for a number of weeks. The problem was most apparent in those participants who were no longer attending school or who were out on homebound education. Additionally, there were incidents of temporary participants; those who were in foster care in the community and therefore eligible for participation.

The voluntary nature of the program presented problems but was looked upon as necessary for program success. Ideally members attended because, as their needs were being met, they wanted to. However, the factors which motivated participants to attend weren't always known and certainly weren't consistent. When surveyed for reasons for attendance, the most common response was that the group offered the opportunity to get together with others experiencing similar problems and to share.

### Paperwork and Accountability

Initially there was a lot of paperwork: forms to be excused from class, "Getting to Know You", pretests, and so on. These things were necessary but the participants were bored by any type of paperwork since it resembled school work. It was learned that it is best to keep paperwork as minimal and simplistic as

possible.

### Scheduling

It was learned that it was important to try and rotate meetings during as many class periods as possible so that students would not continually miss the same class. Forms were developed to have students excused from class for TAPP meetings. These forms were approved by the building principal. It was found that afternoon meetings were best attended by students and by participants no longer in school. Occasionally, meetings were held during a lunch period. TAPP meetings were not held during exam week. Finding an agreeable time which would meet the needs of the out-of-school population presented problems. Many of them had conflicts with work schedules or transportation was unavailable. Child care was a problem. In time, both facilitators developed monthly or semester calendars and distributed them to all potential participants to enable them to plan ahead for activities.

### New Members

Whenever a new member joined the group, the flow of the group changed. Time was taken to introduce ourselves and our situations. The new member also had to be presented with information about TAPP and had to be administered the pre-tests. Often the new member seemed to feel overwhelmed by the enthusiasm of the group and their curiosity about the new member. The forms and paperwork were also cumbersome.

## Summer/Program Continuity

It took time, lots of time, to develop group rapport. By the end of the first semester of TAPP, the group was really coming together and showing support for one another, and commitment to the group. Unfortunately, that was the end of the school year. The seniors had begun to detach from school and TAPP. Most members, however, expressed a desire to continue groups throughout the summer.

Schedules for summer meetings were distributed before school ended. Sending pre-printed invitation post card was an efficient manner to remind participants of a meeting.

Summer meetings were offered at least twice a month but attendance was poor. Even the response to going to garage sales together was not good.

Summer meetings were held at community parks and were informal. Both facilitators held sessions at their homes.

Although attendance was low, summer meetings allowed for an opportunity to get to know those who attended very well. Rapport within the small group was apparent. A couple of the moms trusted each other enough to exchange babysitting. The sessions were an opportunity to focus on the immediate needs or concerns of those in attendance.

Attendance picked up as the summer progressed. This can be attributed to several factors: 1) Many TAPP participants were working 6 week JTPA jobs and when those jobs were finished, they had more free time, 2) Idle time led to boredom and TAPP was something to do, and 3) As the start of school approached, many

felt the need to return to the group for support or to get questions answered about school.

Returning to school and the format of TAPP groups was easier than expected. Members were anxious to get together again. Attendance stabilized in a short time.

### Group Size

During the second year, our groups sometimes were too big - sixteen teens and a few babies filled the room. With a larger group, it was often hard to keep on task. The facilitator often had to play the role of leader or teacher, including being disciplinarian. This undermined the purpose of the group. Splitting the group was considered as a solution, however, staff time constraints were prohibitive.

### Varied Needs of Participants

As the program grew into the second year, one of the biggest organizational problems was trying to serve the needs of pregnant and parenting teens who were at all different stages of their situations. By this time, some of the parents had children over one year old while others were in their first trimester of pregnancy. Surprisingly, the participants did not see this as a problem - the facilitator did. The facilitator suggested dividing into two groups: parents-to-be and parents. The participants wanted nothing to do with the idea. The pregnant members felt that they could learn best from those who had already experienced what they were now experiencing. The parents

felt they had something to offer the pregnant members.

Furthermore, the parents said that they didn't mind being part of some topics a second time because they felt they might be able to gain something they hadn't the first time.

### Disruptive Behavior

Sometimes there was immature, disruptive, or inattentive behavior. Often this was during a more serious topic or during one with which certain individuals were uncomfortable. Coping behavior was to act out. The facilitator tried to reinvolve those participants. The best method to deal with those problem behaviors was to confront them individually outside the meeting.

### Typical Group Meeting Format

Sessions usually began with announcements concerning upcoming events, programs, appointments, etc. After some type of "ice breaker" activity, members were usually asked to share something that had happened to them or their child since the previous week's meeting. Often this sharing would be the impetus for the topic of the day. Problems would be presented to the group and others would offer suggestions for how they might have handled a similar problem. Some sessions were totally taken up with this type of activity. Often a problem would become the topic for the following week's meeting. Hence the "mutual support" and trust building began.

If a program was planned for the session, it would follow the open discussion. Sometimes a video was shown and the group

would react to it. Many of the videos elicited lively conversation. Other times the group would role play or problem solve specific concerns. Resource people also made presentations. Breaks were taken whenever the facilitator could sense they were needed. Refreshments were always served.

Meetings concluded with a summary of the topic and/or a chance for the participants to try a new skill or technique and report back. The next scheduled session was announced. Many times individuals would stay around after the meeting just to talk. This often surprised the facilitators after just having had a one to two hour meeting.

## Teen Father Support Group

The major purpose of the Teen Father Support Group was to allow teen fathers to share their feelings and experiences to achieve some sense of mutual support as well as acknowledgement of their involvement in a parenting process. These groups evolved differently in each of the school districts.

### Wisconsin Rapids

LHS did experience some success in running teen father/ "other support person" groups during school time. Attendance averaged three young men. These males were, for the most part, high school students. They were able to formulate some group support and certainly were able to have their personal concerns addressed. The male perspective of the teen pregnancy or parenting situation presented a completely different scenario from the female, most often focusing on financial responsibilities and legal issues. The teen father group at LHS was sometimes co-facilitated by the director of the Single Parent Program at Mid State Technical College.

### Stevens Point

The number of males at SPASH who were initially interested in TAPP was small. It was difficult to identify the males as the sole referral source was the teen mothers.

To try and establish a more welcoming group climate, a male co-facilitator was recruited. This volunteer was in his early

twenties and had been a teen father. He had "turned his life around" and would have served as an excellent role model. The co-facilitator was introduced to TAPP at the Valentine's Social in 1987. He spent about forty-five minutes with all of the young men present that evening. The response was positive and encouraging. A separate teen father evening meeting was set up for the week after the social. Unfortunately only the facilitator and volunteer co-facilitator attended. This volunteer then moved from the community.

A few of the teen fathers began to attend the teen mother sessions with their girlfriends. When this became routine, the facilitator asked the group to decide whether or not this arrangement of a co-ed group was acceptable. The facilitator was direct in asking the mothers if having the teen dads present would inhibit their ability to express their true feelings and opinion. They said that it would not and that they didn't care whether or not the guys attended. Predictably when the dads were not present, the moms tended to reveal more of themselves and talk about more personal concerns including relationships with the teen father.

There was no solution to this problem. In fact as the program grew and participation increased, more couples attended together.

Obviously attending in a co-ed group was better than not attending at all. There were many good discussion sessions and the young men were exposed to topics concerning pregnancy and parenting that they might not have had the opportunity to learn

about elsewhere.

### Problem Areas

The teen father component of TAPP presented some unique challenges. Many of the fathers were out of school; either they had graduated or dropped out. Therefore getting them to return to the school site presented a hurdle. Other teen fathers were working and unable to attend day time meetings. When evening meetings were scheduled to deal with this conflict, the resulting attendance was still quite low. The biggest turnout of males was always for the social events.

In some cases, the teen father was no longer in a relationship with the teen mother and hence was not interested in programming. Others felt insecure and would not come to group without the teen mother.

The efforts to serve the unique needs of the teen fathers were very disappointing. Letters were sent to all potential participants announcing the meetings and explaining the program. Follow-up phone calls were made. The teen mothers served as the most reliable communication tool. They tried to encourage the young men to attend but were unsuccessful for the most part.

## Extended Family Group Component

The extended family support group experienced limited success. A lot of effort was put into contacting parents of the teens in TAPP and trying to serve their needs. Letters of invitation and interest surveys were sent to all potential extended family members. Return results were low. At both LHS and SPASH the first evening parent sessions resulted in no one attending even though a few had responded affirmatively.

After the first failure, a majority of the extended families in Stevens Point were contacted by phone to explain the program and to determine the level of interest in the program. The overwhelming response was that most of them had already resolved many of the issues surrounding the teen pregnancy. For a majority of the situations, the babies were already born and the families felt that they had handled the worst part of the problem. Many did say that they might have considered attending an extended family group had it been offered when the pregnancy first was dealt with. Most said that they were now ready to go on with their lives.

There were some parents who said that they had a schedule conflict with the first extended family group meeting. Both TAPP groups offered a second session during the first semester of TAPP but the response was very low. In all, a minimum of two extended family sessions were held each semester of the program. The attendance was always low.

The evening meetings that were held were essentially unstructured in that those in attendance dictated what the topics of discussion would be. The exception was when a legal professional spoke before joint teen parent/extended family group at either school. The attendance and interest at these sessions was great. The topic of paternity issues also brought in more adults. The LHS facilitator and guidance counselor presented an extended family session entitled "Adolescent Development: How Does Teen Pregnancy Fit In?" It was an interesting, worthwhile, and well-attended session.

A typical extended family group session started with introductions and an "ice breaker" activity. A program was presented or topics were discussed in an informal mode. Refreshments were served. Those in attendance were given the opportunity to evaluate the session and have input for future group meetings.

Occasionally, families were referred to outside agencies which might better serve their needs. Some individual adults were referred to such services as the Literacy Commission and Vocational Rehabilitation.

Results of the parent meetings were always positive. Sadly, too few attended. Participants voiced great expectations in returning to future meetings but usually failed to do so. Many times teens would indicate that their parents would be attending but the parents wouldn't show. It was easy to see the source of the inconsistent attendance patterns of the teens.

A suggestion for encouraging participation in the extended

family group is to include all family members; parents and siblings. Another idea is to offer separate but concurrent groups for teens and their parents. Both might feel more comfortable in attending at the same time but having their specific needs met. Continuing to offer sessions of interest to both teens and parents is important. An example is the session on legal rights and responsibilities. Extended family might also be included in some of the social events.

Sadly the lack of involvement of the extended families seemed to suggest an even larger problem. Many of the families did not support their teens throughout the pregnancy and into parenting. Positive role modeling within families was often lacking. Agencies and programs were serving needs, not families.

Several advantages were noted by virtue of a school based program:

1. The program served the identified population in an accessible location.
2. Scheduling of TAPP meetings during school time did not interfere with work or other after school obligations.
3. The schools already were offering programs to meet the prenatal education needs of the pregnant teens or to meet the needs of developing economic self-sufficiency; TAPP's function of support groups complemented these ongoing programs.
4. By having a facilitator available in the building to help participants deal with issues and problems on a daily basis, student needs were met immediately. The facilitators served as advocates for the pregnant and parenting teens. Students were able to be referred to other school personnel who might assist them with a problem rather than be forced to leave the school building to go to an agency. Accessibility was fundamental. The facilitator was available to act as an intermediary for problems which developed at school between participants and teachers or peers.
5. Because TAPP served pregnant or parenting teens in one setting, resource people were willing to come and give presentations during TAPP time. Examples of this are the program put on by the Child Passenger Safety Association. A unique situation was the willingness of

local hospital staff to put on a free prenatal class during TAPP. Many of the participants would not have attended prenatal classes at the hospital due to cost, transportation problems, time available, or because they didn't want to be in class with adult couples.

6. A key aspect of the school-based program was that it was coordinated with existing curriculum. Both schools offer extensive child development and parenting classes. Participants were encouraged to select those courses. TAPP topics often complemented classroom activities.
7. Opportunities to involve students in club activities were myriad. Students were encouraged to participate in Future Homemakers of America for example. Those participating in the "Choices and Challenges" class were involved in putting on an area-wide conference at the local university concerning the issues surrounding adolescent pregnancy and parenting.
8. Being in the schools and knowing what programs were available to serve any at-risk student made it easy to refer students to needed services. Many of our participants qualified for JTPA job placement. Some were placed in specific programs to meet their academic needs and without referrals from TAPP students probably wouldn't have known the program existed.

9. Because the schools offer a nursing service, many of the participants' health needs could be attended at school. An ongoing dialogue existed between the school nurse and the facilitator concerning health issues of participants.
10. Most of the referrals of students to the program originated within the school. Often times a staff member would approach the facilitator about a rumor of a suspected pregnancy. The facilitator and/or nurse would work together to confront the alleged pregnant girl. It is interesting to note that students were served at a much earlier point in their pregnancies as the program became established and accepted.

## Social Events

Numerous social events were held throughout the duration of the program. They served the purpose of bringing participants together to socialize, get to know one another in a different light and to bring together people from all components of the program. All current and potential participants were always invited. Often people who had not attended any of the group meetings would come to a social. Afterwards, they would continue to come to group meetings. Many of the teen dads and other support persons would attend a social with a teen mom, find out how much fun the group was, and return for group sessions.

Because the majority of the population served did not have much of a social life and because many of these friends had changed as a result of the pregnancy, the TAPP socials filled a void in the lives of the participants. Many participants were on extremely tight budgets with little or no money for fun things. Childcare was always a concern. Therefore, TAPP socials where children were welcome, free activities and refreshments were provided, became popular.

Most socials were held from 6:30 - 9:00 p.m. in the Home Economics department. Because of building security restrictions, all persons had to be out of the building by 9:30 p.m. Socials would have gone on much longer had that deadline not been a problem.

## Examples of Social Events

Valentines Social

Pizza Party

Ice Cream Socials

Fall Kickoff Event

Halloween Party

"White Elephant" Christmas Party

Get-together in homes of participants

Budget Meal Preparation Party

## Conferences/Programs

TAPP provided the opportunity for participants to become involved in conferences or programs in the area which were designed for pregnant or parenting teens. These opportunities gave participants an exposure to learning experiences and other people which helped to broaden their perspectives of their own problems.

LHS and SPASH TAPP participants attended the SPASH FHA/YAP sponsored conferences during the spring of 1987 held at UW - Stevens Point. The 1987 conference, "Kids who are Having Kids are Kidding Themselves" included a mini-session of a teen parent panel. TAPP members participated on the panel. The 1988 conference, "The Tough Transition from Me to Us", was co-sponsored by the "Choices and Challenges" class at SPASH. Since most of the SPASH TAPP members were also in that class, they were given the opportunity to plan and direct the conference. Many TAPP members fulfilled the role of introducing a speaker. Others served on the teen parent panel. Participation in organizing the conference resulted in building self esteem.

TAPP members from each school attended the "3 - 0 Day: Ourselves, Our Bodies, Our Responsibility" held in November of 1987 and 1988 in Wisconsin Rapids. This annual area-wide event is sponsored by a coalition of agencies concerned with adolescent sexuality. The TAPP participants attend sections of their choice during the morning. Rather than having lunch at the conference, the TAPP participants were transported to LHS for a joint pizza

luncheon. The afternoon was devoted to an adoption panel which consisted of adoption counselors, birth mothers, and families who have adopted children. The purpose was to give TAPP members the opportunity to explore the adoption option. This event was extremely emotional and educational.

During the fall of 1987, both TAPP groups took students to the state conference sponsored by the Wisconsin Alliance Concerned with School Age Parents held in Appleton. The student sectionals were enlightening. The experience of meeting other teen parents from around the state was broadening for the participants.

SPASH TAPP members participated in the FHA/YAP sponsored field trip during May of 1987. They visited the Infant Rehabilitation Facility at St. Joseph's Hospital and the Ronald McDonald Home in Marshfield. SPASH TAPP members also attended a school assembly, "Secret in the Family", dealing with sexual abuse. LHS TAPP members visited the local Montessori Day Care and Preschool.

## Resource People

A variety of resource people assisted in presenting programs for TAPP. Community contacts yielded key people to serve as guest speakers. The most credible presenters were former teen parents who have now "made it". Three women in their twenties were able to share their experiences and determination to succeed in life despite a pregnancy as a teen. These women pointed out many programs and opportunities available to teen parents who want to continue with post secondary education.

Legal professionals, including the district attorney, were willing to present information concerning legal rights and responsibilities of all involved with a teen pregnancy.

Mid State Technical College provided key resource people from their Child Development and Parenting Departments as well as from their Single Parent Program.

The school guidance counselor and psychologists were willing resource people and were readily available. School and county social workers were also presenters.

Lutheran Social Services and Catholic Charities provided problem pregnancy counselors. These resource people spoke about the option of adoption. They also received referrals from TAPP. Other community agencies such as the Child Passenger Safety Association put on a program for TAPP.

## Panel Presentations

Some TAPP members developed enough confidence in themselves that they were able to present a panel of teen parents discussing "The Realities of Teen Age Pregnancy and Parenting" to junior high school Health and Teen Living Skills classes. In addition, SPASH TAPP presented the panel to Newman Parish Junior High religious education classes and to St. Peter's Middle School student parent meeting.

Much preparation preceded the panel presentation. Members were in agreement that their message should come across that sexual intercourse is not worth the risk of a possible unwanted pregnancy. From written student evaluations, the message was well received. The junior high students appreciated "real live" people from their own community sharing their experiences. The credibility of the panel was outstanding.

The facilitator moderated the panel. Each member introduced him/herself and briefly described his situation. They were then directed to share their own and the reactions of their family to the pregnancy. A discussion of the options each considered and of the choice each made followed. Panel members talked about the fact that the pregnancy was unplanned. How the pregnancy has affected the relationships between the mother and father of the baby and their families was explored. Realities of dealing with pregnancy and parenting such as a typical day, finances, social life, and living arrangements were discussed. The panel talked about how their lives and their futures have changed. They

emphasized the importance of getting an education. The panel sessions ended with answering questions from the audience.

The panel presentations were examples of positive peer interaction. Participation on the panel increased self esteem in individuals. It built confidence in public speaking and in self. Participants realized that they had a valuable story to tell and that others could learn from their poor decisions. The panels also helped to make TAPP a cohesive group.

However, dwelling on the poor situations that participants are in did lead to some negative feelings of self. Presenting the panel three to five times in one day produces some depression. To combat these low feelings, the facilitators and teachers gave positive praise to the panel after each presentation. Written evaluations from the classes were shared with panel members. Panel members were treated to breakfast or lunch and that time together also improved spirits.

The panel activities gave rise to the production of a video tape of pieces of interviews with TAPP participants. This video is available as a component of the TAPP product package.

## Linkages in the Community

The group facilitators and coordinator were involved in or with a number of organizations related to the arena of adolescent pregnancy and parenting:

United Way

Public Health Nursing

GOAL programs (GED training)

University of Wisconsin

Human / Social Services Departments

Area physicians / hospital staff

Wisconsin Department of Public Instruction

Citizens for Informed Human Sexuality

Nat'l Organization on Adolescent Pregnancy & Parenting

Task force for pregnancy prevention

Parents Advisory Council

Childbirth Advisory Group

Future Homemakers of America

Literacy Council

Operation Bootstrap

Pupil Services Team

Advisory Committee for School Age Parents

League of Women Voters

Job Training Partnership Youth Programs

Council of Community Services

Lutheran Social Services

Area Technical Colleges  
Home Economics Organization  
UW Vocational Studies  
Child Passenger Safety Association  
Wisconsin Teen Single Parent Cadre  
Area Churches  
Adolescent Pregnancy Prevention & Services Board  
REACH Council / Choices Initiative  
UW Telecommunications  
Teen Talk Tonight Radio Broadcasts  
State Sex Equity Cadre  
Midstate Articulation  
Family Planning Health Services  
March of Dimes  
Single Parents Task Force  
Certified Babysitters  
Independent Living Initiative  
Teen Pregnancy Prevention Campaign UWSP  
"Kids on the Block" puppets  
Red Cross  
County Libraries  
Child Support Agencies  
Children's Service Society

Conferences / Workshops

Facilitators and/or Coordinator attended and/or presented at  
the following conferences/workshops:

NCCAN conferences 1986 & 1987  
NOAPP conferences 1978 & 1988  
"Kids who Have Kids are Kidding Themselves"  
"Work and Women"  
Planned Parenthood "Teen Sexuality" Workshop  
Early Childhood conference - UW  
"The Tough Transition from Me to Us"  
"Preventing Teen Pregnancy - Problems & Solutions"  
Fetal Alcohol Syndrome Training  
"Women in Poverty" 1987 & 1988  
"Child Sexual Abuse Prevention"  
Statewide Independent Living Conference  
"Our Bodies, Ourselves, Our Responsibility"  
"Visions" conference

#### Volunteer Component

The function of the volunteer parent aides was to provide teen mothers with one-to-one emotional support and modeling of appropriate parenting skills in a non-threatening way.

The use of volunteer aides on a one-to-one basis was considered a key component in effective intervention with parenting teens and their children. Their efforts can reduce the social and psychological isolation felt by teen parents. Aides can, through their advocacy and support, help to improve the teen's self esteem and self image.

## Recruitment

Volunteer recruitment began at the inception of the project and proved to be a very time consuming process.

Volunteers were recruited through various media:

1. Newspaper articles
2. Radio interviews
3. Public service announcements
4. Church bulletins

Existing volunteer agencies were contacted, such as United Way, Senior Volunteers, Human Services, etc.

Community groups were contacted, such as Jaycees, Women's Club, etc., as were various churches.

The University of Wisconsin Stevens Point departments of Sociology, Psychology and Education were contacted to see if students were interested in internships or simply volunteering.

Personal contacts and word of mouth were also utilized.

By far the greatest response came from newspaper articles, radio and word of mouth. As volunteers completed the screening process, their first task was to recruit more volunteers. This approach was also rather effective.

After initial contact, the prospective volunteer was sent a position description and application to fill out and return. This step was completed by slightly better than half of the prospective volunteers and served as an effective screening device to weed out those who were either not serious about the involvement or who did not meet the basic requirements.

The next step in screening was for the applicant to come in for a personal interview. Of those who made it to this stage, none were screened out in the interview, again indicating the effectiveness of the process.

### Training

Volunteers were trained in groups, one group per school district. Eight volunteers were trained in Stevens Point; six were trained in Wisconsin Rapids.

Both school districts involved in this program were already providing academic, content-oriented classroom experiences for teen parents. TAPP's function was intended to provide a supportive, sharing experience to augment that programming, both in the support groups and in the parent aide component. The most frequently expressed fear of TAPP participants was that the program would become "like school".

The role of the parent aides was, essentially, one of support and behavior/attitude modeling, not one of instructor. The characteristics most desirable for parent aides to exemplify were deemed to be: 1) ability to accept self and others, 2) positive self esteem, 3) positive parenting skills and 4) ability to communicate effectively and establish trust and rapport.

The training for parent aides was, therefore, developed to focus on fostering the above characteristics, which would then be

modeled for the teen parents as well as being integral in establishing an effective helping relationship.

Certain skill building exercises utilized in the training were designed so that they could be shown to the teen mothers by the parent aide, such as ways to improve self esteem, certain parenting techniques, etc.

The training materials, along with other forms, can be found in the Volunteer Parent Aide manual which is one of the project products.

#### Confidentiality & Reporting

All volunteers were made aware of the basic issues of confidentiality and mandatory reporting of suspected child abuse and/or neglect.

Volunteers were informed that they were not to share any information about the teens with whom they work with except the program facilitator or coordinator. They were, however, told that they must report to the coordinator any suspected or observed incidences of child abuse or neglect.

The volunteers were further instructed that they must make these policies clear to the teens with whom they would be working at their first meeting.

Only one volunteer made such a report and the information was passed on to the appropriate investigatory agency. No feedback was ever received regarding the report.

## Matching

Volunteers were matched with teen mothers based on the following considerations:

1. Geographic proximity
2. Similarities in background:
  - a. Ethnicity
  - b. Family structure/dynamics
  - c. Religion
  - d. Value systems
3. Work/school schedules

The above information was obtained from volunteer applications and interviews and from the facilitators' acquaintance with the situations of the teen mothers.

After the preliminary match, the teen mothers, proposed volunteer, group facilitator and coordinator met informally to give the teen mother and volunteer an opportunity to begin getting acquainted with one another so both parties consented to the match, agreements were signed establishing the parameters of the arrangement.

Seven volunteer matches were made during the two year project: four in Wisconsin Rapids and three in Stevens Point. Of the seven, only one ended as a result of a personality conflict between the teen mother and parent aide.

## Monitoring

Volunteers were required to keep a log of contacts with the teen mother. These hours were reported quarterly to the project coordinator.

Ideally, volunteers were to meet as a group at least monthly with the coordinator. Schedules, however, simply did not permit that level of frequency. Instead, frequent phone contact was utilized, initiated by the coordinator. Volunteers were encouraged to call when they desired input or had questions, which some did frequently.

It should be noted that the type of people who volunteer for this kind of program tend to be those who are involved in a number of worthwhile activities. This made it difficult to schedule times for monitoring or for group support efforts. When need dictated, the volunteers made time; otherwise, they were assumed to be fine. The screening and training process effectively weeded out those who were inadequate or who would shrink from asking for assistance when needed.

## Recognition

Recognition of the efforts of volunteers is vital in their feelings of value to the project. Because adolescents, especially those in the target group are unlikely to express their gratitude, it becomes incumbent upon the volunteer

coordinator to be certain that volunteer's efforts are acknowledged.

This positive reinforcement was an on-going process in all communication with volunteers. Special events, however, were a pleasant treat, as they rewarded more tangibly as well as acknowledged more publically the volunteers' efforts.

An annual award banquet (where every volunteer receives an award) with some media coverage was very effective in boosting the morale of the volunteers.

Certificates of recognition at regular intervals were also effective, as were letters of thanks, or reference when requested.

### Problems

The volunteer parent aide component of the program was under-utilized by the teen mothers. Despite the efforts of group facilitator in encouraging the teen moms to participate in the parent aide component, only 4 in Wisconsin Rapids and 3 in Stevens Point were involved. Several factors are seen as contributing to this under-utilization:

- 1) Teen mothers were wary of becoming involved with "strangers", were concerned about the attitudes of their parents, and reluctant to have yet another adult "telling them what to do".
- 2) Time constraints (recall that the coordinator was

reduced to 1/2 time position) prohibited the coordinator from attending group meetings regularly to establish rapport with participants.

- 3) Time constraints of volunteers prohibited them from regularly attending group meetings to establish rapport with participants.

The above factors were recognized about mid point through the project. At that time, efforts were made to involve the coordinator and parent aides in the evening social events in both districts in an attempt to encourage more positive interest on the part of teen mothers in the parent aide component. Unfortunately, the effort was apparently too late and still did not afford enough opportunity for non-threatening interaction.

## Program Evaluation

The original plan for program evaluation was tested after the first year of program operation and then modified. Charts detailing the modifications are included with the final evaluation materials, as are each of the instruments used and their respective scoring instructions.

The data contained in the final evaluation is a combination of both first and second year data from each school district.

The essential hypotheses of the study were that participation in the Teen Age Parent Program would:

- 1) Improve the self esteem of participants (measured by the Coopersmith Self Esteem Inventory, pre-post)
- 2) Improve the parenting skills of participants (measured by a parenting skills inventory, pre-post)
- 3) Reduce the potential for child abuse among participants (measured by the Child Abuse Potential Inventory, pre-post)
- 4) Improve overall family function of participants (measured by the McMaster Family Assessment Device, pre-post)
- 5) Be perceived by participants as a worthwhile, positive experience (measured by a subjective evaluation, post)

Coopersmith Self-Esteem Inventory: Scoring Instructions

Instructions: Assign a "1" for each of the following items if answered "unlike me:"  
1,2,3,6,7,9,11,12,13,15,16,17,18,21,22,23,25.

Assign a "1" for each of the following items if answered "like me:"  
4,5,8,10,14,19,20,24.

Add all 1's for a total score.

Date: Marital Status:  
 Name: Highest Grade Completed:  
 Age: Still in School? (Y/N):  
 Child's Date of Birth: Child's Sex:

Instructions: Answer each item either "Like Me" (L) or  
 "Unlike Me" (UL). Please answer every  
 question.

1. I often wish I were someone else. . . . .L UL
2. I find it very hard  
to talk in front of a group. . . . . L UL
3. There are things about myself  
I'd change if I could. . . . . L UL
4. I can make up my mind without too much trouble. L UL
5. I'm a lot of fun to be with. . . . . L UL
6. I get upset easily at home. . . . .L UL
7. It takes me a long time  
to get used to anything new. . . . . L UL
8. I'm popular with people my own age. . . . . L UL
9. My family expects too much of me. . . . .L UL
10. My family usually considers my feelings. . . . L UL
11. I give in very easily. . . . . L UL
12. It's pretty tough to be me. . . . .L UL
13. Things are all mixed up in my life. . . . . L UL
14. Other people usually follow my ideas. . . . . L UL
15. I have a low opinion of myself. . . . . L UL
16. There are many times  
when I'd like to leave home. . . . . L UL
17. I often feel upset about the work that I do. . L UL
18. I'm not as nice looking as most people . . . . L UL
19. If I have something to say, I usually say it. .L UL
20. My family understands me. . . . . L UL
21. Most people are better liked than I am. . . . .L UL
22. I usually feel as if my family is punishing me. L UL
23. I often get discouraged at what I am doing. . L UL
24. Things usually don't bother me. . . . . L UL
25. I can't be depended on. . . . . L UL

Coopersmith Self Esteem Inventory

	<u>ORIGINAL</u>	<u>PROBLEMS</u>	<u>MODIFICATION</u>
Sample Group	Teen mothers and fathers.	Sporadic attendance of all participants, especially teen fathers, made data collection difficult.	None.
Data Collection	Pre and Post group facilitators.	See above.	None.
Data Comparison	<p>A. % of increase in numerical score for individual participants.</p> <p>B. % of increase collectively for individual school districts overall and:</p> <p>    1. Those previously in school age parent program.</p> <p>    2. Those not previously in SAP.</p> <p>C. % of increase in numerical score collectively overall.</p>	<p>None.</p> <p>This information is too vague and/or difficult to obtain.</p> <p>None.</p>	<p>None.</p> <p>Eliminate.</p> <p>None.</p>

## Coopersmith

### Data Interpretation

#### SPASH

19 were sampled. Of those sampled:

1. Seventy percent showed an increase in numerical score, or improved self esteem. The average increase was 5 points or twenty percent improvement in self esteem.
2. Four percent showed no change. Of those showing no change, self esteem was interpreted as quite high, average of 22 points out of a possible 25.
3. Twenty-six percent showed a decrease in numerical score averaging 3 points. Of those showing a decrease, eighty percent showed attendance at less than half of the total number of TAPP meetings.

#### RAPIDS

11 were sampled. Of those sampled:

1. Sixty-four percent showed an increase in numerical score, or improved self esteem. The average increase was 4 points of 16 percent improvement in self esteem.
2. Twenty percent showed no change. Of those showing no change, self esteem was interpreted as being quite high, averaging 19 out of a possible 25 points.
3. Sixteen percent showed a decrease in numerical score. Of those showing a decrease, 2 in particular had encountered some serious issues in their lives during the months between testing.

#### OVERALL

Of those sampled:

1. Sixty-seven percent showed an increase in self esteem of an average of eighteen percent.
2. Twelve percent showed no change, with esteem being quite high.
3. Twenty-one percent showed a decrease in score, with those participants being either very infrequent in attendance or having experienced significant issues during the months between testing.

PARENTING SKILLS INVENTORY

SCORING INSTRUCTIONS

Directions: Assign two (2) points for the following answers:

Section I

Question #1 letter c  
Question #2 letter b  
Question #3 letter a  
Question #4 letter b

Section II

Question #1 letter c  
Question #2 letter b  
Question #3 letter c  
Question #4 letter c

Assign one (1) point for the following answers:

Section I

Question #1 letter d  
Question #2 letter d  
Question #3 letter d  
Question #4 letter d

Section II

Question #1 letter d  
Question #2 letter d  
Question #3 letter d  
Question #4 letter d

Name \_\_\_\_\_

I. Directions:

For each situation described below, circle the letter of the answer which best describes what your response would be.

1. Child says "I don't want to go to school today. Billy is mean." You say:
  - a. "Don't be such a baby."
  - b. "Everyone has to go to school. It's the law."
  - c. "You're afraid Billy will pick on you."
  - d. "What does Billy do that is mean?"
  
2. Your child is not helping with chores even though she has agreed to. You say:
  - a. "You are just so lazy I could scream."
  - b. "I feel it's unfair when you don't keep agreements because I have to do all the work."
  - c. "I can't depend on you for anything."
  - d. "Please help me with this."
  
3. Child says "Look at my new model" and is sitting on the floor in the midst of a mess. You say:
  - a. "You're very happy about what you've built."
  - b. "My God, clean up this mess right now!"
  - c. "That's nice, but look at the mess you've made."
  - d. "You've done a nice job on the model. Can you do as good a job cleaning up?"
  
4. Child says "You're the meanest mother (or father) in the whole world!" You say:
  - a. "Don't you ever talk to me that way!"
  - b. "You're very angry with me."
  - c. "Children should respect their parents."
  - d. "What have I done to get you so upset?"

Name \_\_\_\_\_

II. Directions:

For each of the situations described below, circle the letter of the answer which best describes what your actions would be.

1. At breakfast, child keeps grabbing spoon from you, whimpering and turns her head away when you try to feed her. You:
  - a. Hold her head still and force the food into her mouth.
  - b. Slap her hand when she tries to grab the spoon.
  - c. Give her the spoon and let her feed herself as best as she can.
  - d. Just continue to try to get her to let you feed her.
  
2. Child is about to grab an expensive vase off a low shelf. You:
  - a. Slap her hand and say "No" and leave the vase in the same place.
  - b. Take hold of her hand gently, let her touch the vase while you hold it, tell her that it is not to play with and then put it in a place out of her reach.
  - c. Scream "No" loudly when you first see her and spank her if she doesn't stop.
  - d. Grab the vase quickly and put it where she can't reach it.
  
3. Child is standing up and bouncing on the couch. You:
  - a. Yell at her to stop.
  - b. Grab ahold of her and sit her down.
  - c. Explain to her that you're worried she might get hurt, but you let her continue.
  - d. Tell her she's going to ruin the couch but let her continue.
  
4. Child leaves tricycle in the driveway. You:
  - a. Move it out of the way yourself.
  - b. Tell him to move it.
  - c. Explain to him that it could be ruined if a car hits it and you can't afford to buy another one.
  - d. Tell him to move it right away or you won't let him ride it anymore.

Parenting Skills Inventory

	<u>ORIGINAL</u>	<u>PROBLEMS</u>	<u>MODIFICATION</u>
Sample Group	Teen mothers and fathers.	Sporadic attendance, especially by fathers.	None.
Data Collection	Pre and Post. Parent aids and group facilitators.	Not all participants chose parent aides.	Administered by facilitators only.
Data Comparison	See Section on Coopersmith		

## Parenting Skills Inventory

### Data Interpretation

#### SPASH

11 were sampled. Of those sampled:

1. Fifty-three percent showed an increase in numerical score, or improvement.
2. Thirty-nine percent showed no change. Of those showing no change, scores averaged 11 points out of 16, or approximately seventy percent.
3. Eight percent showed a decrease in numerical score.

#### RAPIDS

9 were sampled. Of those sampled:

1. Forty-four percent showed an increase in numerical score, or improvement.
2. Fifty-six percent showed no change. Of those showing no change, scores averaged 11 points out of 16, or approximately seventy percent.
3. Zero percent showed a decrease in numerical score.

#### OVERALL

Of those sampled:

1. Forty-seven percent showed an increase in numerical score, or improvement.
2. Forty-eight percent showed no change. Of those showing no change, scores averaged 11 points out of 16, or approximately seventy percent.
3. Five percent showed a decrease in numerical score.

CAPI Scoring Instructions

*Child Abuse Potential*

Directions: Assign a "1" for each "Agree" to items  
1,3,4,5,6,7,8,9,10, 12,14,16,17,18,19,20,21.

Assign a "1" for each "Disagree" to items  
2,11,13,15,22,23,24,25.

Add all 1's for a total score.

Date: \_\_\_\_\_ Highest Grade Completed: \_\_\_\_\_  
 Name: \_\_\_\_\_ Still in School? (Y/N): \_\_\_\_\_  
 Age: \_\_\_\_\_ Date of Child's Birth: \_\_\_\_\_

Instructions: Read each of the following statements and determine whether you agree or disagree with the statement. If you agree with the statement, circle "A" for agree. If you disagree with a statement, circle "DA" for disagree. Remember to read each statement. It is important not to skip any statement.

1. You cannot depend on others. . . . .A DA
2. I am a happy person. . . . . A DA
3. Everything in a home  
should always be in its place. . . . .A DA
4. Little boys should never learn sissy games. . . .A DA
5. Children should never disobey. . . . . A DA
6. I am an unlucky person. . . . . A DA
7. I am usually a quiet person. . . . .A DA
8. A child should never talk back. . . . .A DA
9. Children should stay clean. . . . . A DA
10. These days a person  
doesn't know on whom to count. . . . .A DA
11. My life is happy. . . . . A DA
12. Children should be quiet and listen. . . . . A DA
13. I have several close friends in my neighborhood. A DA
14. I do not laugh very much. . . . .A DA
15. My life is good. . . . .A DA
16. A home should be spotless. . . . . A DA
17. Children should be seen and not heard. . . . A DA
18. A good child keeps his/her toys  
and clothes neat and orderly. . . . . A DA
19. Children should always be neat. . . . .A DA
20. A parent must use punishment if  
she wants to control a child's behavior. . . . A DA
21. Children should never cause trouble. . . . . A DA
22. I often feel better than others. . . . . A DA
23. I have a good sex life. . . . . A DA
24. Right now, I am deeply in love. . . . .A DA
25. I laugh almost every day. . . . .A DA

Child Abuse Potential Inventory

	<u>ORIGINAL</u>	<u>PROBLEMS</u>	<u>MODIFICATION</u>
Sample Group	Teen mothers and fathers.	Teen fathers attended so sporadically that data collection was inconsistent and invalid.	Attempt, again, to collect data from this group.
Data Collection	Pre- and Post intervention.  Administered by parent aides and group facilitators.	Only a small percentage of teen mother participants elected to have a parent aide. When it was realized that this would continue to be the case, it was late in the program year and administering pre-tests at that point would have produced little validity.	Beginning, 1/88, all <u>new</u> participants will have CAPI administered pre and post by group facilitators.

## Child Abuse Potential Inventory (CAPI)

### Data Interpretation

#### SPASH

6 were sampled. Of those sampled:

1. Sixty-eight percent showed a decrease in numerical score, indicating a decrease in child abuse potential.
2. Sixteen percent showed no change.
3. Sixteen percent showed slight increase in numerical score.

#### RAPIDS

4 were sampled. Of those sampled:

1. Seventy-five percent showed a decrease in numerical score, indicating a decrease in the potential for child abuse.
2. Twenty-five percent showed a slight increase in numerical score.

#### OVERALL

Of those sampled:

1. Seventy-two percent showed a decrease in numerical score indicating a decrease in child abuse potential.
2. Eight percent showed no change.
3. Twenty percent showed an increase in numerical score.

## McMaster Family Assessment Scoring Instructions

Higher the score, the higher the family functioning.

Give one point for each of the following if answered "A".

1, 2, 8, 10, 11, 12, 13, 16, 17, 18, 28, 32, 35, 36, 39, 40,  
42, 43, 45, 49, 52, 53

Give one point for each of the following if answered "DA".

3, 4, 5, 6, 7, 9, 14, 15, 19, 20, 21, 22, 23, 24, 25, 26,  
27, 29, 30, 31, 33, 34, 37, 38, 41, 44, 46, 47, 48, 50, 51.

Add all points for a total score.

- |   |   |    |
|---|---|----|
| 32. We are able to make decisions about how to solve problems.                                  | A | DA |
| 33. If the rules are broken, we don't know what to expect.                                      | A | DA |
| 34. Our family shows interest in each other only when they can get something out of it.         | A | DA |
| 35. In times of crisis we can turn to each other for support.                                   | A | DA |
| 36. After our family tries to solve a problem, we usually discuss whether it worked out or not. | A | DA |
| 37. Family tasks don't get spread around enough.  | A | DA |
| 38. We are too self-centered.   | A | DA |
| 39. We have rules about hitting people.   | A | DA |
| 40. We feel accepted for what we are.   | A | DA |
| 41. You can't tell how a person is feeling from what they are saying.                           | A | DA |
| 42. We make sure members meet their family responsibilities.                                    | A | DA |
| 43. We express tenderness.  | A | DA |
| 44. You can easily get away with breaking the rules.  | A | DA |
| 45. We are frank with each other.   | A | DA |
| 46. Tenderness takes second place to other things in our family.                                | A | DA |
| 47. We cannot talk to each other about the sadness we feel.                                     | A | DA |
| 48. There's little time to explore personal interests.  | A | DA |
| 49. We know what to do in an emergency.   | A | DA |
| 50. Making decisions is a problem for our family.   | A | DA |
| 51. We have troubles meeting our bills.   | A | DA |
| 52. Individuals are accepted for what they are.   | A | DA |
| 53. We can express feelings to each other.  | A | DA |

Name \_\_\_\_\_

Circle A for Agree or DA for Disagree as best reflects your family situation.

	<u>Agree</u>	<u>Disagr</u>
1. We usually act on our decisions regarding problems.	A	DA
2. When someone is upset the others know why.	A	DA
3. When you ask someone to do something, you have to check that they did it.	A	DA
4. We are reluctant to show our affection for each other.	A	DA
5. If someone is in trouble, the others become too involved.	A	DA
6. We don't know what to do when an emergency comes up.	A	DA
7. Planning family activities is difficult because we misunderstand each other.	A	DA
8. We cry openly.	A	DA
9. We are generally dissatisfied with the family duties assigned to us.	A	DA
10. When we don't like what someone has done, we tell them.	A	DA
11. We try to think of different ways to solve problems.	A	DA
12. We confide in each other.	A	DA
13. There are rules about dangerous situations.	A	DA
14. Even though we mean well, we intrude too much into each other's lives.	A	DA
15. We do not show our love for each other.	A	DA
16. We discuss who is to do household jobs.	A	DA
17. People come right out and say things instead of hinting at them.	A	DA
18. We resolve most emotional upsets that come up.	A	DA
19. We get involved with each other only when something interests us.	A	DA
20. We have no clear expectations about toilet habits.	A	DA
21. There are lots of bad feelings in the family.	A	DA
22. You only get the interest of others when something is important to them.	A	DA
23. Anything goes in our family.	A	DA
24. We avoid discussing our fears and concerns.	A	DA
25. We don't get along well together.	A	DA
26. We don't hold to any rules or standards.	A	DA
27. We show interest in each other when we can get something out of it personally.	A	DA
28. We confront problems involving feelings.	A	DA
29. We don't talk to each other when we are angry.	A	DA
30. If people are asked to do something, they need reminding.	A	DA
31. Some of us just don't respond emotionally.	A	DA

McMaster Family Assessment

Sample Group	<p align="center"><u>ORIGINAL</u></p> <p>Teen mothers &amp; fathers and their participating extended families.</p>	<p align="center"><u>PROBLEMS</u></p> <p>Extended family participation practically non-existent, extremely sporadic. Teen father attendance sporadic and limited.</p>	<p align="center"><u>MODIFICATION</u></p> <p>Administer to teen mothers only; all new participant '88.</p>
Data Collection	<p>Pre and Post Administered by parent aides or group facilitator.</p>	<p>See Section on CAPI.</p>	<p>Administered by group facilitators only to all new participants.</p>
<p>Section I Data Extraction &amp; Interpretation</p>	<p>Item by item for each set of family members.</p>	<p>See "Sample Group" Problem. Not enough valid data.</p>	<p>Delete except for intervention tool.</p>
Data Comparison	<p>A. % of increase in numerical score among teens. B. % of increase in numerical score among extended family members. C. Changes in variance of perception. D. Measurable relationship.</p>	<p>None.  See above.  See above.  See above.</p>	<p>None.  Delete.  Delete.  Delete.</p>

## McMaster Family Assessment

### Data Interpretation

#### SPASH

Staff was unable to collect post test data from participants.

#### RAPIDS

5 were sampled. Of those sampled:

1. Sixty percent showed an increase in numerical score, or improved family functioning.
2. Forty percent showed a slight decrease in numerical score; it should be noted that in both these cases, the family situation had significantly changed in some negative way between the times of testing.

## TAPP EVALUATION

## ALL PARTICIPANTS:

	Strongly Agree			Strongly Disagree	
1. Group facilitator was supportive and helpful	1	2	3	4	5
2. My questions were always dealt with	1	2	3	4	5
3. I was made to feel that my input was valuable	1	2	3	4	5
4. I felt good about being in the group	1	2	3	4	5
5. Group facilitator was knowledgeable	1	2	3	4	5
6. Having others to share my concerns with was very valuable to me	1	2	3	4	5
7. TAPP has been a worthwhile and enjoyable experience	1	2	3	4	5
8. Guest speakers were knowledgeable and interesting	1	2	3	4	5

## TEEN MOTHERS ONLY:

1. My parent aide was supportive and helpful	1	2	3	4	5
2. My parent aide was reliable and punctual	1	2	3	4	5
3. Parent aide was knowledgeable	1	2	3	4	5
4. Parent aide was very understanding	1	2	3	4	5
5. I came to feel as though my parent aide was a good friend	1	2	3	4	5

ALL PARTICIPANTS:

What I liked most about TAPP was:

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What I liked least about TAPP was:

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TAPP could be improved by:

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Subjective Evaluation

	<u>ORIGINAL</u>	<u>PROBLEMS</u>	<u>MODIFICATION</u>
Hypothesis	"Participants whose subjective evaluations of program are generally favorable will show a greater percentage of positive impact in other evaluation instruments."	See below.	"Participants will show a positive attitude toward the program."
Sample Group	Teen mothers, fathers, extended families.	Extended families seldom attended. Teen fathers were sporadic.	Administer to teen mothers and fathers only.
Data Collection	Post group facilitators.	None.	None.
Data Comparison	Individual participants percent of positive impact on various objective evaluation devices compared with level of positive attitude on subjective device.	1. Participants not willing to identify selves on device as it relates directly to performance of facilitator. 2. Any participant who stays in the program will probably rate it positively.	Delete this comparison and use only numerical scores as indicator of positive experience.

## Subjective Evaluation

### Data Interpretation

#### SPASH

9 were sampled.

#### Rating

Each statement required a response choice from 1 to 5. The lower the response number, the more favorable the evaluation. The best possible rating was 8, the worst possible was 40.

Of those sampled, the average rating was 13, clearly an indicator of a positive feeling about the program.

#### Liked Best

Eighty-eight percent said that their favorite part of TAPP was the opportunity to share their thoughts and feelings with others who were experiencing similar issues. Twelve percent said they like the field trips best.

#### Liked Least

Fifty-five percent left this blank. The remaining comments involved paperwork, guest speakers and time of meetings.

#### RAPIDS

21 were sampled.

#### Rating

Each statement required a response choice from 1 to 5. The lower the response number, the more favorable the evaluation. The best possible rating was 8, the worst possible was 40.

Of those sampled, the average rating was 9, clearly an indicator of a positive feeling about the program.

#### Liked Best

One hundred percent said that their favorite part of TAPP was the opportunity to share their thoughts and feelings with others who were experiencing similar issues.

### Liked Least

- 1% - left this blank
- 60% - said the meetings were too short
- 1% - said missing class
- 38% - said too few people attended

### OVERALL

#### Rating

Each statement required a response choice from 1 to 5. The lower the response number, the more favorable the evaluation. The best possible rating was 8, the worst possible was 40.

Of those sampled, the average rating was 11, clearly an indicator of a positive feeling about the program.

#### Liked Best

Ninety-four percent said that their favorite part of TAPP was the opportunity to share their thoughts and feelings with others who were experiencing similar issues.

Six percent said they like the field trips best.

#### Liked Least

- 28% - left this blank
- 38% - said the meetings were too short
- 19% - said too few people attended
- 8% - said too much paperwork
- 6% - said guest speakers
- 1% - said missing class

## Evaluation Summary

Hypothesis 1 - Participants will experience improved self esteem.

Sixty-seven percent, or the majority of participants, showed improved self esteem. The twelve percent showing no change scored high in self esteem pre and post.

Hypothesis 2 - Participants will experience improved knowledge of parenting skills.

Forty-seven percent, or nearly half, of the participants showed an increase in knowledge or parenting skills. The forty-eight percent showing no change scored in the upper range pre and post.

Hypothesis 3 - Participants will experience a reduction in the potential for child abuse.

Seventy-two percent, or a large majority of participants, showed a decrease in the potential for child abuse. The eight percent showing no change, showed a low potential for child abuse pre and post.

Hypothesis 4 - Participants will experience improved family functioning.

Sixty percent, or a majority of participants, showed an increase in score, or improve family functioning.

Hypothesis 5 - Participants will have a positive attitude regarding the program.

Participants rated the program very highly.

Conclusion - Data would appear to indicate that the TAP Program had a positive impact on the lives of its participants.