

Positive Family Communications Work Group

June 3, 2015

Notes

Attendance: John Andelin, Hadley Corcoran, Katharine Diaz, Kim Durand, Rachel Harlan, Linda Henderson, Bobby Kaplow, Matt Levine, Kate McCauley, Mary Ann Moran, Tricia Rodgers, Jason Powell, Michael Swisher, Emily Thrasher, Meg Tuccillo.

Due to the overlap of work between the Developmental Assets Committee and Positive Family Communications Workgroup, this meeting combined several key members. As a group, we further refined the focus of PFC, discussed some strategies, and talked about collecting more data through interviews, surveys or other instruments. We will continue to develop appropriate interventions/strategies based on the data that is collected.

NOTE: *I've edited the flip charts into categories, but I have also attached photos of the actual charts, in case I may have misinterpreted any information.*

FOCUS OF THIS WORKGROUP:

Improve positive family communications through:

- Developing communication skills for both parents and children
- Coaching families in the appropriate developmental stages of communications
- Working with all ages, infancy to adult

The goal is to change behaviors

We also talked about a shift from Communications to Building Relationships, but I do not believe we had consensus around that idea.

DISCUSSION OF STRATEGIES/SOLUTIONS:

Michael shared the strategy that we refer to as "Hear Me Out" cards along with the Five Strategies to maintain a positive relationship with your child (one pager attached).

Could be sent/distributed to:

Civic Associations, PTAs, APS Backpack, County Fair, ArlNow, Sun Gazette, Libraries, New Parent Packets, 6th Grade Parents, Back-to-School Nights, The Citizen, etc.

Could the MHO cards be used as a basis to ask questions of parents?

- Do you do this? How does it work? What additional supports do you need?

DISCUSSION OF COLLECTING MORE INFORMATION/DATA:

Interview people in three groups: Parents, Kids, Providers

Be sure to provide the option of short answers or choices, very simple

Research other instruments – does something already exist that we could use?

Give the answerers a safe environment to answer

What do we do with that data?

5 Main Barriers seem to be:

- Time
- Cultural Differences,
- Opportunities
- Incentives
- Skill

Are they actually barriers?
 Could we ask parents/kids to prioritize them?

MEASURES:

Pre/Post Test -

Through APS, can we get into their survey?

Look for an instrument to help measure find this information

Could we require parents to do something for service? Incentivize stuff
 Extended Day could do surveys or training during the usual pick-up time.

HOMEWORK:

Get a teen to come to the next meeting to help us develop/ask questions

Think of questions – what do we want to know

Doodle poll to get the next meeting date

<http://doodle.com/wvfyey2f4vxvp7>

The collage consists of six handwritten notes on sticky paper, organized into three rows and two columns.

- Top Left Note:** Titled "Strategies Interventions" and "Barrier". It lists "HMO one pager in APS County Fair" and "6th grade parents, etc. libraries, new parent packets". It includes a note: "USE this as a basis to ask questions to parents - do they do it". It also says "Find an instrument to help measure find this information" and "Go to where parents are already interacting w/ kids and work w/ them (libraries, DPR, some service providers)".
- Top Middle Note:** Titled "Barrier". It says "worry about consequences - HMO card?" and "parents are TOO controlling vs. not enough hard balance". It includes a homework assignment: "Homework - get a teen to come to the next meeting to help us develop/ask questions". It asks to "Think of questions (what do we want to know?)" and mentions a "Doodle" poll.
- Top Right Note:** Titled "Strategies/Interventions Questions". It says "ASK 3 groups parents | kids | providers". It lists several points: "short answers or choices - SIMPLE", "research other instruments", "give the answerers a safe environment to answer", "look at ASSET survey questions", "do you know your child's friends parents?", "what do we do with that data?", "looking at the list of barriers", "test that list we came up with", "are they actually barriers?", and "prioritize them? Check all that apply".
- Middle Left Note:** Titled "Better communications". It says "ACTIONS more than the data" and "Cultural shift". It focuses on "only a few not all" and "In relationship to Risky Behav." It asks "will those #'s go in the right way?" and "Then should we measure the R.B.s? Measure the '5' that are in our messages?". It concludes with "Shift from Communications to building Relationships".
- Middle Middle Note:** Titled "Coordinate questions + groups from all CEPs". It asks "Clear measurable destination?" with sub-points: "intermediate steps/stops?" and "asset data is only a piece". It asks "WHAT are assets?" with sub-points: "we assume people know, but do they? (no!)" and "measure teens, not younger". It says "remember it's not always easy don't assign blame".
- Middle Right Note:** Titled "Focus" and "How do we address this". It says "Improve PFC" and "Parents + child have shared responsibility". It lists "Communication Skills" and "Know the developmental stages". It says "infancy -> adult" and "Work To change behaviors (relationship?)".