

PBS KIDS: Growing Up Well

Phase IV Pilot Report



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CULTURAL CENTER



Prepared for

FAMILY
& Community Learning



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INTRODUCTION



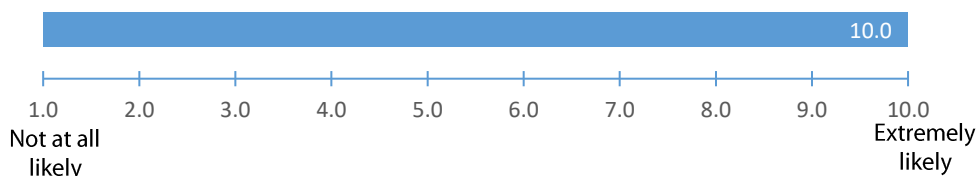
Phase 4 of the PBS KIDS Growing Up Well program took place from September to November 2019 and ran on Monday evenings for 10 weeks. The group met at Coyote Canyon Elementary School in Bullhead City, Arizona. Bullhead City has an estimated population of about 40,000 and is predominantly White/Non-Hispanic with a growing Latino population.

Changes to this phase of the program included translation of the materials into Spanish, recruitment of all Spanish-speaking families, and implementation of the program in a school-setting which was familiar to many of the attending families. The program had high engagement and attendance and both parents and facilitators reported very positive feedback.

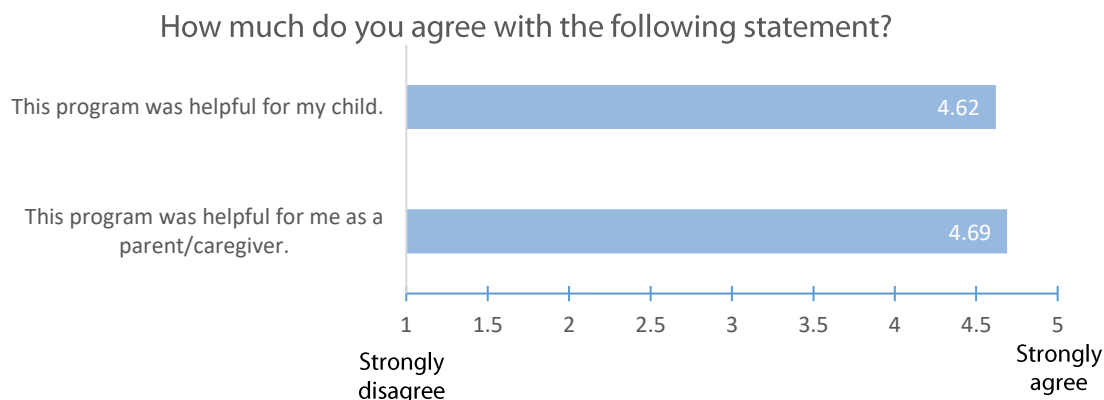
OVERALL PROGRAM FEEDBACK AND KEY TAKEAWAYS

As in prior phases, participants spoke very highly of the program and emphasized the positive impact of the program on their parenting and on their sense of community cohesion. Accordingly, one hundred percent of caregivers indicated that they were extremely likely to recommend this program to a friend or family member.

How likely are you to recommend this program to a friend or family member?



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When asked about program impact, caregivers were able to articulate both impacts on themselves and on their children. Specifically, caregivers highlighted their increased awareness of the importance of their own emotion regulation and their increased capacity to understand their children’s emotional experiences.

“Of course, I will continue with what I have learned. I will try to put everything into practice. But most importantly, the fact that what we model to our kids is what truly matters. Our work, stress, and the fact that we live in a rush all day is difficult. I learned to stop and take a break to be able to value what really matters, which is our children.”
– Parent

Another theme for this group of participants was the centrality of community. The fact that the program was delivered at a school which many of the participating children attended was likely a key factor in the successful recruitment and regular attendance of a higher number of families. The community location of the program provided an opportunity for Latino families to gather in a trusted space with facilitators of similar cultural backgrounds. For Latino families in particular, phenomena such as discrimination, migration history, acculturation, and access to resources are barriers to participation in many traditional parental support programs leading to feelings of isolation and further marginalization. Participants emphasized that one of the key outcomes for them was the sense of community created and the social connections that resulted from participation.

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“In the last session I felt very good, very comfortable. We had a potluck. It was a little sad because the program was ending. We were able to build friendships, so it was sad. I took the time to gather everyone’s phone number so I could stay connected and feel a sense of community.”- Parent

Key Findings and Reflections

- This phase of the program was well-attended by families, including some fathers. Some barriers to regular attendance included unexpected child illness and conflicting work schedules, although parents were highly motivated and interested in attending as much as possible.
- The fact that the program was embedded in the community (a school) was a critical component for family recruitment and engagement for this Latino population. The school location also helped build social-support within the community.
- The expertise and enthusiasm of the adult-group facilitator combined with the fact that she shared the same cultural heritage as the participants and was a trusted community insider (a teacher) was a key component to participant engagement and the program’s success.
- Facilitators would prefer for all of the curriculum to be in Spanish, including the instructions to facilitators. Facilitators also noted that the written instructions to parents for activities were only in English. They also noted that sometimes the Spanish translation was too formal or did not flow properly.
- Facilitators noted that the welcome song does not work well in Spanish and that the stories and examples need to be more culturally relevant. In this phase of the program, the facilitators used a different song to welcome everyone and changed some stories and examples to make them more relevant.
- Facilitators indicated that some materials were missing and that technological challenges were a significant barrier. This included some inability to access videos due to firewall issues and video/iPad volume that was too low.
- The program increased caregivers’ capacity to manage children’s challenging behaviors and emotions and increased caregivers’ positive emotion socialization practices. Caregivers also noted that the program increased children’s social skills.
- Caregivers emphasized the need for more of this type of programming in Latino communities and expressed gratitude for the opportunity to participate in this program.

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FORMAT, GOALS, AND CHANGES FROM PREVIOUS PHASES

In Phase IV, each session of the program followed the same flow of activities as during Phase III, including a 90-minute timeline:

- Dinner was provided for the 30 minutes before the program start time as participants arrived
- Arrival and welcome (as participants arrived, they were greeted and asked to sign in)
- Welcome activities (5 minutes)
- Large group joint media engagement (10 minutes)
- Play and learn together (station activities; 20 minutes)
- Adult discussion / playtime and final story for children (45 minutes)
- Wrap up and goodbye (5 minutes)

Two major changes were made to the content during Phase IV. First, the majority of the program was translated to Spanish and was delivered primarily in Spanish by bilingual facilitators. Translation included the scripts for the facilitators, translation of the videos and most songs, and selection of Spanish-language books. The instructions to facilitators remained in English. Second, a welcome session was added prior to Session 1 during which program goals were more clearly articulated and participants were introduced to the structure of the program. Content for the nine core sessions during Phase IV remained the same as in Phase III. A full list of session themes and objectives is listed below in Table 1.

Another major change from previous sessions was the location of the program and the implementer. In this phase, the program was implemented in a local school as opposed to a community center and was facilitated by several teachers from that school and several others who are aides in different parts of the school district. The families that participated in the recent program were primarily recruited through word of mouth by the facilitators. Most of the families had children who attended the school. This personal connection between the facilitators of the program and the families was critical to the recruitment and retention of the families in this phase of the program. The regional coordinator also recruited by reaching out to local organizations, Head Start, WIC, and other preschools in the community.

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Table 1. Growing Up Well Phase 4 Session Themes and Objectives

Welcome	Welcome Session
Goals	<u>Adult participants will be able to...</u> • Describe the nine-week program they are attending with their children. • Introduce participants to the structure and goals of the program. • Create agreed upon guidelines among adults for interactions during the grown-up discussions. • Make a plan for their family to continue to develop social and emotional skills and habits in the course of daily life.
Session 1	Self-Awareness – <i>I am me. I have feelings, likes, and dislikes.</i> <u>Adult participants will be able to...</u> • Describe the nine-week program they are attending with their children • Make the link between their child's individual development of self-awareness and their own self-awareness as a parent. • Make a plan for their family to continue to develop social and emotional skills and habits in the course of daily life.
Session 2	Self-Control – <i>I manage my thoughts, my feelings, and my behaviors.</i> <u>Adult participants will be able to...</u> • Describe the concept of self-control and why it helps kids thrive now and in the future. • Understand their role, as a grown-up, in helping their child develop self-control. • Make a plan for their family to continue to practice self-control in the course of daily life.
Session 3	Self-Confidence – <i>I am good, and I am capable.</i> <u>Adult participants will be able to...</u> • Describe the concept of self-confidence and how it helps children thrive now and in the future. • Understand their role, as a grown-up, in helping their child develop self-confidence. • Make a plan for their family to continue to practice self-confidence in the course of daily life.
Session 4	Empathy and Compassion – <i>I know that everyone has feelings, and I am kind.</i> <u>Adult participants will be able to...</u> • Describe the concepts of empathy and compassion. • Understand their role, as a grown-up, in helping their child develop empathy and compassion. • Make a plan for their family to continue to practice empathy and compassion in the course of daily life.

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Session 5	Friendship - <i>I make friends, and I get along with others.</i>
Goals	<u>Adult participants will be able to...</u> • Describe the concept of friendship and the skills for making friends and getting along with others. • Understand their role, as a grown-up, in helping their child develop friendships. • Make a plan for their family to continue to practice the skills for making friends in the course of daily life.
Session 6	Responsibility - <i>I take care of myself, my things, and my community.</i>
Goals	<u>Adult participants will be able to...</u> • Describe the concept of responsibility and the skills for being responsible. • Understand their role, as a grown-up, in helping their child develop responsibility. • Make a plan for their family to continue to practice the skills for being responsible in the course of daily life.
Session 7	Courage - <i>I may feel nervous or scared, but I will try my best.</i>
Goals	<u>Adult participants will be able to...</u> • Describe the concept of courage and the skills for being courageous and brave. • Understand their role, as a grown-up, in helping their child develop courage. • Make a plan for their family to continue to practice the skills for being courageous in the course of daily life.
Session 8	Honesty - <i>I tell the truth and do the fair thing.</i>
Goals	<u>Adult participants will be able to...</u> • Describe the concept of honesty and the skills for responding truthfully. • Understand their role, as a grown-up, in helping their child understand the concept of honesty. • Make a plan for their family to continue to practice the skills for responding truthfully in the course of daily life.
Session 9	Gratitude - <i>I say thank you.</i>
Goals	<u>Adult participants will be able to...</u> • Describe the concept of gratitude and the skills for expressing gratitude. • Understand their role, as a grown-up, in helping their child understand the concept of gratitude. • Make a plan for their family to continue to practice the skills for practicing gratitude and saying thank you in the course of daily life.

RESEARCH QUESTIONS

The research questions for this phase of evaluation were kept the same as in previous phases with the addition of questions specifically about the Spanish translation.

RQ1 WHAT IS THE PROFILE OF PARTICIPANTS?

How many families regularly attended the program?
What were the family compositions of those who attended?

RQ2 WHAT WERE SOME BARRIERS AND STRATEGIES TO PROMOTE ATTENDANCE?

What difficulties did families encounter in consistently attending the program?
What factors could encourage ongoing participation?

RQ3 WHAT WAS THE FACILITATOR EXPERIENCE AND TRAINING?

Who were the facilitators?
Do staff feel equipped to lead the program's activities, and what training and resources do they need to be successful?
Which support materials are most effective for staff members and what other materials do they recommend? How do they choose to use the materials provided?

RQ4 WAS THE PROGRAM DELIVERED WITH FIDELITY?

To what extent do staff remain faithful to a set curriculum, and what do they choose to adapt?
Was the program translation easy to use and culturally relevant?

RQ5 WERE THE PROGRAM LOGISTICS EFFECTIVE FOR FAMILIES?

Do the program's logistics work well for parents, including pacing, schedule, and provided childcare and meals? What other supports could help make the program a success in this and other contexts?

RQ6 DID THE PROGRAM ACTIVITIES APPEAL TO FAMILIES?

What aspects of the program appeal or don't appeal to caregivers and why?
Was the program content easy to understand and culturally relevant?

RESEARCH QUESTIONS

RQ7 HOW DID THE PROGRAM IMPACT FAMILIES?

Does the program increase caregivers' confidence and skills for supporting their child's social and emotional development? Which elements of the program are most helpful for this, and which could be improved?

Do caregivers apply learning from the program to their approach to parenting?

RQ8 HOW DID THE SPANISH ELEMENTS UNIQUELY CONTRIBUTE TO THE PROGRAM?

Did participants find the program culturally relevant?

How did the Spanish –language implementation promote or inhibit participant recruitment and retention?



METHODS

During the welcome session, the goals of the study and study procedures were described to participants and participants were invited to sign an informed consent form. Participants who gave consent were then asked to complete a paper survey during the welcome session (pre-survey) and the final session (post-survey). Participants who did not attend the welcome session but began attending later were asked to complete the pre-survey at the first session they attended. Caregivers who completed the pre-survey were contacted for phone interviews during the 5th week of the program (mid-point) and again after the conclusion of the program. Program facilitators participated in phone interviews after the conclusion of the program and completed a group debriefing form each week to provide immediate feedback on the content and delivery of the program. The table below summarizes the various aspects of data collection.

Caregivers
• Pre-Survey at Welcome Session of First Session Attended • Mid-Program Phone Interview • Post-Survey at Last Session • Phone Interview Following Last Session
Program Facilitators
• Group Debriefing Form • Phone Interview Following Last Session
Program Observations
• One, On-Site Visit by Researcher (Session 4)

METHODS

MEASURES

Pre- and post-survey items were the same as in previous phases. In the pre-survey, participants were asked three open-ended questions regarding how they heard about the program and what they hoped to get out of it. In the post-survey, open-ended questions captured what caregivers took away from the program. In both the pre- and post-surveys, participants were asked to use a 1-5 scale to rate how much they agree (1 = strongly disagree, 5 = strongly agree) with a series of statements that describe aspects of positive strategies for promoting child development (e.g., I pay attention to how I model social-emotional skills with my own words and actions). In the post-survey, participants were also asked about the utility of specific aspects of the program and whether they would recommend it to a friend or family member.

Interview questions were adapted from previous phases to include questions about the Spanish language translation and cultural relevance of the topics.

All data-collection instruments were translated into Spanish by a native Spanish speaker and then were edited for clarity by a second native Spanish speaker. Phone interviews were conducted in Spanish, recorded, and analyzed by a native Spanish speaker. Copies of all data collection instruments used are in **Appendix A**.

DATA ANALYSIS

Phone interviews were audio-taped and the interviewer took notes during each call. After the completion of all the interviews, the bi-lingual researcher who completed all the interviews conducted a thematic analysis to identify themes in response to each of the research questions. Exemplifying quotations from the recordings were translated to illustrate the identified themes. Quantitative analyses were conducted employing repeated-measures *t*-tests to compare means of positive parenting practices from pre-survey to post-survey. This statistical test measures whether on average the individual changes from pre- to post-survey are significant.

FINDINGS AND FEEDBACK

RQ1: PROFILE OF PARTICIPANTS

RQ1 Theme A: This phase of the program was well-attended by families, including some fathers.

A total of 27 different adults attended at least one session of the program. All adults had at least one child between the ages of 3 to 4 years old ($M = 4.00$, $SD = .67$). Older and younger siblings often also attended along with the rest of the family. Weekly attendance was much stronger than in Phases II and III of the program, with the number of adult participants varying between 9 and 16 and an average of 13 adults per week. Ten adults (6-7 families) regularly attended the program each week (70% or more of the sessions). Another five adults attended between 40-60% of the sessions. Twelve adults attended 10-20% of the sessions (one or two sessions). The majority of the regular adult attendees were mothers, with one father attending all ten sessions and five other fathers attending at least one session. Grandmothers occasionally attended along with their children and grandchildren.

RQ2: BARRIERS AND STRATEGIES TO PROMOTE REGULAR ATTENDANCE

Recruitment and retention of families was successful in this phase of the program largely due to the personal relationships and direct contact established by the leadership team. Families were contacted about the program through the school and their child's teachers (who were also the program facilitators) and by word of mouth through each other. On Monday afternoon at dismissal, teachers who had program children in their classroom would remind the children to come back that evening for the program and would put stickers on the children's shirts reminding parents about the program. Program coordinators also sent text messages weekly to remind parents about the program. Although attendance was high on average, there was some variability in the number of sessions attended by individual caregivers.

RQ2 Theme A: Barriers to attendance included unexpected child illness and conflicting work schedules.

The most frequently referenced challenges preventing regular attendance included having a child sick at home, conflict with work hours, and the time change during the fall for daylight savings. Bullhead City is located on the Nevada/Arizona border. Because the state of Arizona

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does not observe daylight savings but the state of Nevada does, the families who worked in Nevada experienced obstacles in arriving to the program on time. Though families tried to participate consistently, some families suggested the program not be offered on a school night, as this could interfere with their night routines.

“The time was hard, because it was at 5, and because the time changed, I arrived a bit late, I had the support of my husband, so we only missed one, and this was because my daughter was sick and we had to go to the doctor.” - Parent

RQ2 Theme B: Families perceive intrinsic motivation to be an important motivator to attendance.

One question raised by curriculum developers was if a nine-week program requires too much commitment from families. Some families emphasized that a nine-week program is appropriate and families are likely to participate in such a program. Parents said the program topics were appealing as well as needed. This helped motivate families to consistently attend each week. A couple of parents alluded to the fact that it is not the length of the program that makes families participate, but rather the intrinsic motivation and personal interest of each family that makes the difference.

“I think it is a matter of wanting to participate in the program. I know we all work, but if it's not work, it's something else, so I believe it's more about being motivated to go.” - Parent

“Even though the schedule was a bit tight for us, our commitment to completing the program motivated us to keep going.” - Parent

RQ2 Theme C: Community embeddedness, personal connections, and trust are critical components for family recruitment and engagement.

Facilitators consistently noted the importance of recruiting families through people who are known and trusted in the community as a useful strategy for recruitment and sustained engagement of families in the program.

“Motivate everyone more to participate, find ways to go inside the community to communicate with parents so they know what the program is about. [There] needs to be someone that knows the community and knows about the community, and goes out and engages with families well.” - Facilitator

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Another suggestion was in regard to recruitment materials. Facilitators noted that distributing flyers was not sufficient to successfully recruit families for the program in this community. Families were not able to discern what the program would be about from just paper materials. Facilitators had to approach families directly to introduce them to the program, explain its content, and invite them to participate.

“The flyers are not enough. We had to make telephone calls to families to invite them and get answers from them. I had to deliver the flyers directly to the parents and briefly explain what the program was going to be about. I think that the fact we spoke to the parents directly helped.” - Facilitator

RQ3: FACILITATOR EXPERIENCE AND TRAINING



The two main facilitators (adult group facilitator, and child group facilitator) were bilingual providers who had relevant and extensive experience within educational settings. The adult group facilitator was a pre-K teacher with eight years of accumulated experience in educational settings. She was a well-established and known person within the Latino community where this program was piloted. She was asked to facilitate the program because she was the only teacher in the school who spoke Spanish. Similarly, the child group facilitator had relevant experience working in pre-K settings and had previously participated in two early literacy programs offered to the Latino community. One of the co-facilitators for the children’s group had informal experience working with children and knew the other child group facilitator personally due to her former participation in a parent workshop.

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Facilitators' training consisted of a 6-hour training conducted by AZ PBS staff and the facilitator of the previous Growing Up Well programs from previous phases. The facilitators were trained on materials and curriculum used from past Growing Up Well pilot series.

RQ3 Theme A: Facilitators felt generally prepared to implement the program but benefitted from support beyond the initial training.

Facilitators said that they generally felt the training provided equipped them well to facilitate the class; however, facilitators also emphasized that the training itself was not enough to run a group smoothly, particularly for the first session. Facilitators emphasized that it took them a session to get organized, to figure out the logistics, and to feel more comfortable and confident running the group. Facilitators also emphasized the positive value of the debriefing meeting following each program session, noting that it helped them reflect, improve, and prepare better for the next session.

“*[The training] was very helpful. In the facilitator debrief after the session every Monday we got to talk about the little things that we thought did not go well, but for the most part things run well, and the guides were followed well.*” - Facilitator

RQ3 Theme B: Some of the materials were not available and some translation could be improved.

Facilitators mentioned the materials were generally very helpful and the curriculum overall translated well. However, they noted that there were sections in the curriculum that had them do activities for which they did not have the materials available.

“*Generally, the guides were good, but there were little inconsistencies. I highlighted them in the protocol because I thought it was important to make the program better. For example, in Session 8 - it says that we had to give participants a basket with cards, but we did not have those available.*” - Facilitator

FINDINGS AND FEEDBACK



RQ4: PROGRAM FIDELITY

Facilitators reported that they tried to follow the program curriculum as it was written with a few adaptations.

RQ4 Theme A: Facilitators made adaptations to the welcome song, and improvised when materials were not available for suggested activities.

Facilitators adapted the content in a couple of instances when the curriculum suggested an activity for which they did not have the materials available. Facilitators also chose to adapt the welcome song because they felt that the song which had been directly translated from English was not appropriate for the Spanish-speaking families. Facilitators instead used a Spanish song that resonated with families. The song that was used included saying hello and greeting each child by their name which also helped the children learn each other's names and promoted community building.

“The welcome song for the welcome session was the other thing we changed. In English they say ‘hurray,’ and that’s not used in Spanish, so we found a song that worked better.” - Facilitator

RQ4 Theme B: Facilitators added a review of the previous week’s themes to the adult portion.

In the program curriculum, facilitators are encouraged to ask parents to share what techniques they tried at home related to the previous week’s content. In this phase, facilitators also adjusted the program by utilizing time at the beginning of the adult group to

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summarize what was learned the previous week. This was done using a large sticky easel pad page. This helped bring parents who were unable to attend the previous week and ensured that everyone was on the same page. Facilitators noted that parents seemed to enjoy the visual aid, recap, and the opportunity to discuss how they might have tried to use the techniques at home over the week. Parents also noted that they benefited from hearing how other participants used strategies at home. Parents spoke about the importance of learning from each other's stories and experiences.

“I started to write in large post-stick the highlights of the previous session and would use that as a strategy to recap, gain the parents attention, and help them engage. Because of this, parents had an opportunity to share how their week went and how they utilized strategies or techniques at home.” - Facilitator

“Learning about different opinions from parents and their experiences helped us learn and connect to them more.” – Parent

RQ4 Theme C: Facilitators made/recommend minimal adaptations to the translation of the content.

For the most part, facilitators reported that the translation was accurate and that appropriate accents had been added to words. They also suggested minimal changes to the curriculum to enhance the translation. For example, there were places where translations were incomplete or in which the general directions were in Spanish, but the written instructions to parents for the activities were in English. Additionally, in a couple of instances the translation was a literal translation of the text and facilitators suggest revising the text so it reflects accurately the meaning in Spanish rather than the literal words. In other instances, the translations used different verbs, words, or tenses that were not necessarily known or appropriate for this community.

“There are minimal suggestions and things I would recommend changing, such as we need to be cognizant that in each country we say things different and have different words for things.” - Facilitator

“I would suggest changing some of the verbs and the tense of the verbs, for example, we don't use vosotros, we use nosotros.” – Facilitator

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RQ5: PROGRAM LOGISTICS

Generally, facilitators and caregivers noted that the program schedule and logistics worked well. The space and time before class was adequate, and it provided a time for children to interact, and for parents to socialize. The time allocated for activities and between activities was enough for meaningful conversations and smooth transitions.

RQ5 Theme A: Dinner before the program was very important and well-received.

Facilitators and caregivers mentioned that the meals provided before the session were a great incentive and facilitated participation because most of the parent did not have time to go home or feed their children between school/work and the time the program started.

“I like that we get to eat and share together before, I like that we get to interact with the kids, and also that we get our own time as adults.” - Parent

“Bringing in the food worked well, because if not, they could not feed their children.” – Facilitator

RQ5 Theme B: The activities, topics, and giveaways were all effective motivators for caregivers.

In general, facilitators mentioned that the overall program theme appealed to parents. Parents were interested in the weekly topics, engaged in conversations, and were interested in learning and in interacting with the kids. Caregivers agreed that the various activities were engaging and that they looked forward to interacting with their children. Parents were also motivated by the economic incentive provided by the evaluation team in the form of a visa gift card for those who completed the surveys and interviews and in the form of books and materials that were given to parents to take home for all participating families.

“I think that they really enjoyed when we got together as a big group, [and] the kids participated a lot more. And breaking down in the stations. We could see the change from session to session. They started to work more as a team. That helped facilitate the session. They asked more questions. They did things, instead of waiting to be told what to do.” - Facilitator

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“I feel it worked well. In general, parents were very attracted to the topics we were teaching, and they were also motivated by the economic incentive and because of the books and materials they received” - Facilitator

RQ5 Theme C: Logistical challenges emerged with the technology including videos that would not load and low volume on the tablets.

Both during the on-site visit and during the phone interviews, facilitators mentioned challenges utilizing the media portions of the curriculum. Specifically, videos were not accessible and audio was difficult to hear. Additionally, the volume on the tablets for the child activities was not loud enough for everyone to hear well. Most of the challenges with the videos were due to either a firewall/security issue with the school Wi-Fi or not having access to certain websites because of the administrative filters established by the school. Videos were made available for download to the team through dropbox, which resolved the problem. Testing digital content on-site in advance is therefore important to making sure that the curriculum runs smoothly and media supports can be integrated fully.

“The PBS video did not work well, they were not available. The tablets, even though the games were appropriate, children would to be able to listen well because the volume was very low. Maybe if they could provide headphones - that would be good.”
- Facilitator



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RQ5 Theme D: Delivering the program at a school that caregivers were comfortable with increased engagement and retention and helped build social-support in the community.

Generally, families mentioned that it was a good idea to have the program at school - a setting they were familiar with and where they felt comfortable and safe. A couple of parents mentioned that the program could also be successful if held at a community church. Families also said that community programs like this help them build relationships with other families and start building a support network. This is especially important in communities such as this, with small but growing Latino populations who may not feel a sense of integration within the mainstream culture.

“It was a great option that the program was offered at a school where my kid goes. This helps us build a support networks with other parents.” - Parent

“We were [where] we felt safe. Specifically, we felt comfortable there at night. I liked that it was in a classroom. Even though it was dark, we felt safe. Maybe if it had been somewhere else I would have felt different.” - Parent

RQ6: FEEDBACK ON PROGRAM ACTIVITIES

RQ6 Theme A: Stories and examples should be adapted to be more culturally relevant.

The facilitators noted that for the most part the curriculum content was understandable and applicable to parents. The adult group facilitator brought her extensive experience to the discussions, providing examples from her daily life that were more relevant to the families than the examples in the curriculum. The facilitator suggested that the curriculum might be improved to make sure the activities and examples are more culturally appropriate. A specific example given pertained to the stories and instruction for the play center, particularly when they had to use the puppets:

“In the play center, I think the puppets are a good activity; however, I think they should have other stories that are more relevant to our community. Generally, parents did not know how to use and interact with puppets. The instructions were only in English, so they need to have them in Spanish as well.” – Facilitator

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RQ 6 Theme B: Families valued the focus on socio-emotional skills for their children and for themselves.

Generally interviewed parents reported that learning about socio-emotional skills was helpful for their families. Parents reported that what they learned was useful and transferable to other parts of their lives, not just in raising their kids, but also for themselves and their own well-being. Parents also seemed to be appreciative that the program was offered to the Latino community.

“It is very important to learn about this, not just for the kids, but for us as parents as well. Sometimes we don’t even know how to communicate.” – Parent

“Personally, I am very happy and thankful that you all thought about our Latino community. Giving us the opportunity for us to be part of something so meaningful - this way we can give a better future to our kids.” – Parent

RQ6 Theme C: Caregivers valued the opportunity to spend time with their children.

Many parents mentioned that due to long work hours and busy days it is difficult to interact and spend time with their children. They liked that the program gave them an opportunity to spend time with their children and taught both the adults and their children new things.

“Everything we have learned has been interesting. I think more than the abilities we have learned is the fact that we get to interact and spend quality time with our children. [That is] what has been the most important to me.” – Parent

RQ6 Theme D: Caregivers emphasized how much they appreciated the facilitator’s enthusiasm and commitment to teaching.

Similar to the previous phases of Growing Up Well, the adult discussion and the facilitator who led it had an important impact on participants’ overall program experience. Caregivers consistently praised the adult group facilitator and emphasized that her teaching was so important to their ongoing engagement. Both the facilitators and participants noted that the adult group facilitator was a key element for the group success. The facilitators mentioned that this particular facilitator was skilled in community engagement, could relate to parents on a personal level, and found ways to make the class material relevant to families. Parents

FINDINGS AND FEEDBACK

highlighted that they liked the facilitator's commitment to the community, her energy, and her personal connection to teaching the class and to the community.

“I like that the teacher is very excited about us, about teaching, and it looks like she is very committed to make each class better every time.” – Parent

“I believe the teacher took the time to teach us in a way we could understand. She would write everything bigger for us. She explained everything in detail. She was a great teacher.” – Parent

“I have also been able to learn about the facilitator's experience with kids.” – Parent

RQ6 Theme E: Caregivers greatly appreciated the printed guides that were given to them to take home.

All of the interviewed parents had many positive things to say about the guides and printed material provided by the program. Parents said the materials were very informative and contained very relevant and applicable examples they could practice at home. Generally, parents said they referred to the guides at home, and they go back to them to review the examples and strategies. Parents also thought the length of these guides was appropriate and the information very useful.

“The guides are very important for us. It gives us more details, examples, and ideas on how to use the information learned at home. The guides are very good because we can share them with other people and practice.” – Parent

“The guides - I have them on the fridge, I use them often.” – Parent

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RQ 6 Theme F: Caregivers found all activities in the program equally useful and important and did not have any feedback for improvement of specific activities.

Parents did not think any one aspect of the program was less useful than the others. In fact, they reiterated that they thought that all sessions, sections, and themes were very useful to them. Similarly, for the most part parents did not have critiques about the sessions of the program. The only regret was that the program had to end:

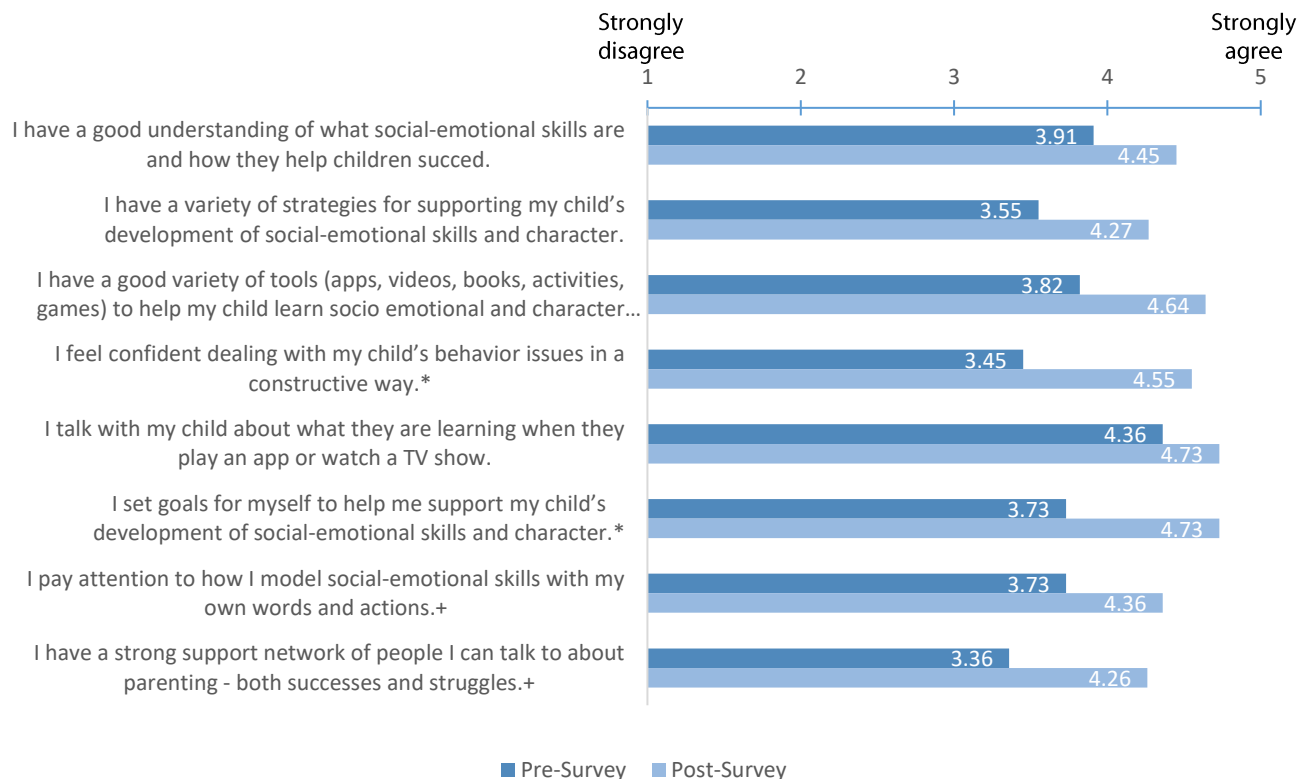
“My daughter asked me with a sad voice, ‘Mom, what are we going to do on Mondays now?’” – Parent



FINDINGS AND FEEDBACK

RQ7: IMPACTS ON FAMILIES

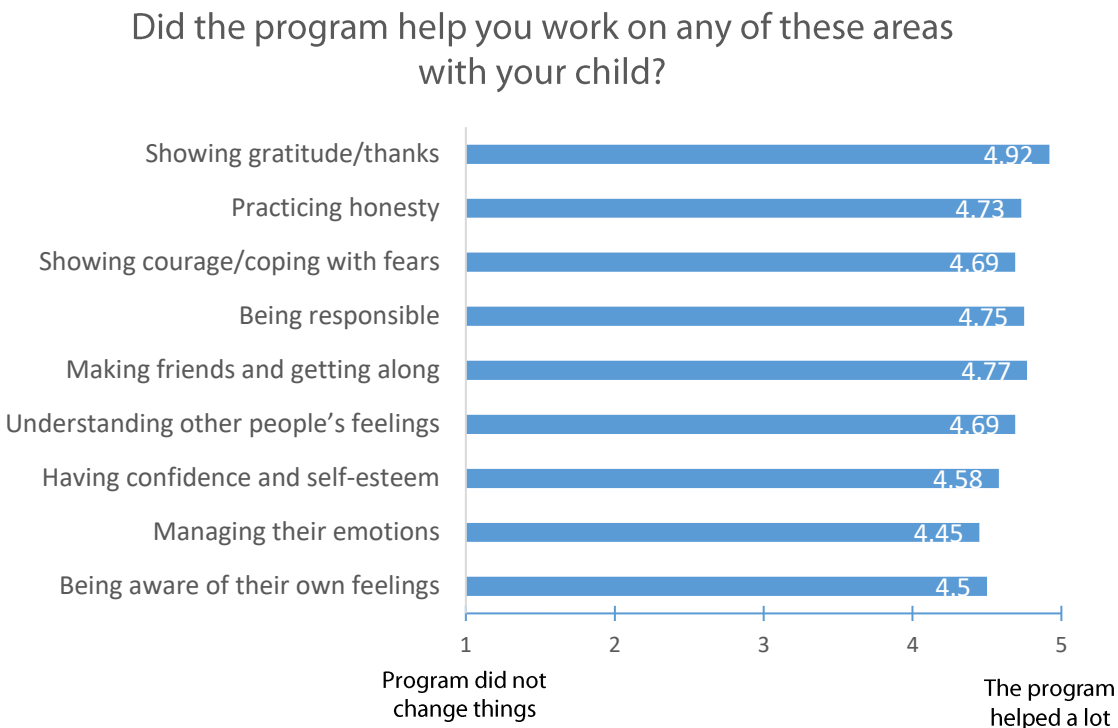
On the whole, participants showed significant positive growth from pre- to post-survey when asked about a variety of child development practices. Statistical analyses (i.e., paired-sample t-test comparisons of pre and post mean scores) indicated that although parents agreed more strongly with all eight items in the post-survey compared to the pre-survey, the statistically significant increases were seen in five out of the eight questions (noted below with * or + depending on the level of statistical significance). It is important to note that the lack of statistically significant increases on the remaining three questions is likely a product of the small sample size ($N = 11$), and parents showed trending increases on every dimension.



Note: * $p < .05$; + $p < .11$

Caregivers indicated that the program helped them work on all nine content areas at home with their children. The table below presents mean scores based on participants' feedback after they completed the training series.

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Qualitative analyses supported and supplemented quantitative findings with parents stressing the impact of the program on several key themes.

RQ7 Impact Theme A: The program increased caregivers' capacity to manage children's challenging behaviors and emotions.

Caregivers noted that they liked the program because it helped them learn how to deal with children's challenging behaviors that are triggered by strong emotions.

"The program has been helpful in teaching me how to explain things to my kids when they are having a hard time with emotions. For example, it has taught me how to speak to my kid when he is mad, and he is understanding me better." – Parent

"This program has helped me in recognizing feelings. For example, my youngest kid, he is very temperamental. He gets mad really fast, but I have learned from this program that he might not be mad. He might actually be sad. This program has taught me about different emotions. As parents we are not born with manuals, and is imperative that we seek resources to learn about these things so we can meet our children's needs better." – Parent

FINDINGS AND FEEDBACK

RQ7 Impact Theme B: Caregivers noted that the program increased children's social skills.

As in previous phases of Growing Up Well, many caregivers said a key program benefit was allowing their kids to socialize and make friends.

“I like this program because I have seen a change in my daughter. She is more social now. She has been able to interact with kids better. She did not know how to approach a kid her age before.” – Parent

RQ7 Impact Theme C: Caregivers increased their positive emotion socialization practices.

Parents mentioned that the program taught them how to talk with children about emotions and how to teach their children to use the appropriate words when they are having a hard time communicating what they are feeling. Parents also noted that the program provided them with tools to identify emotions in their children more accurately and to feel more confident about their abilities as parents.

“This program helped me a lot. It helped me in knowing how to explain to my child about emotions and to find the adequate words to teach them about feelings.” - Parent

*“This program helped me in understanding how at different ages children show feelings in different ways. It helped me in knowing how to help my children understand feelings and how to talk to them about feelings in a way that is appropriate for their level.”
- Parent*

“I noticed [the parents] involved the kids in decision making. They worked better as a team, explaining the ‘why’ of the emotions - a big difference from the beginning - and in using strategies with their kids too.” – Facilitator

FINDINGS AND FEEDBACK

RQ7 Impact Theme D: Caregivers built positive social networks and meaningfully expanded their community.

Facilitators and caregivers emphasized that another positive impact of the program was the fact that the parents were able to build community and meaningful relationships with other parents. Many parents highlighted that one of the program's strengths was the opportunity they had to share their experiences and learn from other parents' experiences. As evidence of the strength of the bonds formed, in the final session of the program, the participants exchanged phone numbers to remain connected.

“The parents came together as a community more as the program progressed.”
- Facilitator

“In the last session I felt very good, very comfortable. We had a potluck. It was a little sad because the program was ending. We were able to build a friendship, so it was sad. I took the time to gather everyone's phone number so I could stay connected and feel a sense of community.” - Parent

“As the program progressed parents started to feel more comfortable with each other, so discussion turned more meaningful and longer.”- Facilitator

RQ7 Impact Theme E: Caregivers became more confident in interacting and communicating with their children and in regulating their own emotions.

A prominent way in which caregivers noted that this program has been helpful is through the fact that they are learning how to communicate effectively with their children, and that they now feel more comfortable interacting with their children.

“[By the end] parents were more natural with their kids, and the play was smoother.”
-Facilitator

“We all, at one point, come in contact with children. This program is beneficial so we can learn how to explain things in a way that is appropriate to a child's level.” - Parent

FINDINGS AND FEEDBACK

RQ7 Impact Theme F: Caregivers became more aware of the importance of regulating their own emotions.

Caregivers highlighted that this program helped them understand how important regulating their own emotional state is for promoting positive emotional development in their children.

“I learned things for myself, because I am a very busy woman. I am a woman that works a lot. I have my children, husband, house, dogs, and just many things in my mind. I learned for me - because I used to get frustrated really easily - I learned about tolerance and learned that we have to calm ourselves before we teach our kids how to do it.”
- Parent

“Of course, I will continue with what I have learned. I will try to put in practice everything. But most importantly the fact that what we model to our kids, it's what truly matters. Our work, stress and the fact that we live in a rush all day is difficult, I learned to stop, and take a break to be able to value what really matters, which is our children.” – Parent

RQ8: UNIQUE IMPACTS OF SPANISH-LANGUAGE PROGRAM

The translation of Growing Up Well to Spanish and the implementation of the program in a Latino community was the key change to this phase of the program. Several participants spoke to the relevance and the need for this type of programming and content for this community.

RQ8 Unique Impacts Theme A: Improving children's Spanish was a perceived benefit of this program.

Several parents noted that they were drawn to the program in the first place as a means to help their children practice Spanish. Although caregivers were native Spanish speakers, their children had often been born in the U.S. and attended English-speaking child-care and school. These children were sometimes reluctant to speak Spanish, especially if they did not know many other Spanish-speaking peers and adults or if they experience stigma for speaking Spanish in their social settings outside of the home. Spanish-speaking parents also are often hesitant to speak Spanish to their children at home because they fear that it will

FINDINGS AND FEEDBACK

confuse children or it will delay their academic progress. After participation in the program, one mom reported that she saw that her daughter began to feel more comfortable in speaking Spanish.

“*[Something I hope my child gets out of the program is...] for my child not to get nervous speaking Spanish” – Parent*

RQ7 Unique Impacts Theme B: This type of programming is necessary and desired in Latino communities.

Parents mentioned that they believe this program indeed fills a need for both the general community and for their community specifically. Many parents said the Latino community is often left out or forgotten, particularly in isolated areas where there is not a large Latino concentration. Growing Up Well therefore fills an important gap. Other parents said that this program was needed to bring their community together.

“*I thought it was very good that this program was offered to us, the Latino community. Where we live there aren't programs or activities for our community, so I believe this is very needed.” – Parent*

“*In general, I like this program a lot. I believe it is a great program. I am very thankful to the teachers and facilitators of the program for their time and for bringing this type of program to the Latino community that does not speak English.” – Parent*

“*This program is needed to help us realize the importance of our children. This program helps us bring our families and community together for the benefits of our children.” – Parent*

CONCLUSIONS AND RECOMMENDATIONS

By this phase of the program, the activities, structure, and flow worked well and were well-received by the participants. The length of each component of the program was adequate and the duration of the overall program was appropriate. We recommend no changes to the structural aspects of the program or to the program content.

The addition of the welcome session seemed to be effective for both caregivers and facilitators. The welcome session did seem to help parents understand the goals of the program and the structure of the program and of data collection. The welcome session gave facilitators a week to practice implementing aspects of the program, helped facilitators meet the families and become more comfortable with them, and reduced the burden of completing the data collection while also trying to deliver core program content. We recommend continuing to offer a welcome session. We also recommend formalizing and expanding facilitator training, especially if the facilitators are less experienced with this type of programming.

Engagement in this phase of the program was high from both parents and children and attendance was higher than in previous phases on the program. Part of this high level of engagement was likely the personality and composition of the group of participants. However, the school-based location of the program and the personality and quality of the adult group facilitator were essential components that drove engagement and consistent attendance. Specifically, especially for racially/ethnically minoritized groups, having facilitators who share the same cultural heritage as the participants is essential (Shivers, Farago & Yang, 2016)¹. The positive findings from these analyses highlight the advantages of designing programming that takes into account the specific cultural community and diverse contexts in which children and families are embedded. In future implementation it is critical to continue to use facilitators who come from the community that is being served and who are trusted by the families.

The main challenges reported by facilitators regarded technology, missing materials, and minor translation inaccuracies. It is important that all media is tested on site well in advance of the sessions and that materials are inventoried well in advance as well. For the Spanish

¹ Shivers, E. M., Farago, F., & Yang, C. (2016). *The Arizona Kith and Kin Project Evaluation, Brief #3: Professional Development with family, friend, and neighbor Providers: Implications for Dual Language Learners*. Indigo Cultural Center, for the Association for Supportive Child Care, with support from First Things First and Valley of the Sun United Way.

CONCLUSIONS AND RECOMMENDATIONS

version of the curriculum, we recommend revisiting and refining the translation with the intention of making it as conversational and relevant as possible. We also recommend engaging a native Latino individual to review the examples used to make sure they are culturally relevant. It is important to note that the Latino population in the U.S. is remarkably heterogeneous; thus, it is important to keep in mind that the relevance of examples and dialect will vary based on the specific population being served.

In light of the positive results for families, we recommend that this successful Spanish version of the Growing Up Well program continue to be expanded. Given that the population of children growing up with two languages continues to grow, and that there continues to be no appreciable reduction in the achievement gap for these children as compared to their monolingual, English-speaking peers (Wiley, Lee, & Rumberger, 2009²; Gandara & Hopkins, 2010³), early care and learning environments for children from linguistically and culturally diverse families continues to be a major concern of all human service systems serving this population. Expanding family programming to the Latino population has the potential to fill an important gap in opportunity for many young dual language learners.

² Wiley, T. G., Lee, J. S., & Rumberger, R. W. (2009). *The education of language minority immigrants in the United States*. Buffalo, NY: Multilingual Matters.

³ Gándara, P., & Hopkins, M. (Eds.). (2010). *Forbidden languages: English learners and restrictive language policies*. New York, NY: Teachers College Press.

PBS KIDS & KAET
Growing Up Well
Explanation of Research and Consent

Dear Families,

Thank you for signing up to participate in the PBS KIDS Growing Up Well Program! This program is a pilot – we are testing it with families so that PBS KIDS can make improvements before the program is offered to other communities. Part of our testing includes collecting information from families to help answer the following questions:

- Do parents, caregivers, and children enjoy the program?
- Does the program provide helpful information?
- Does the program help parents and caregivers support their children as they learn social emotional skills and develop character?

We will ask adults in the program to complete two surveys (about 10 min each) and two phone interviews (about 30 min each) to help us answer these questions. A researcher will also observe some of the program sessions or watch video recordings of the sessions.

Each family that completes the program, surveys, and interviews will receive a \$70 gift card.

Participating in these surveys and interviews is optional. If you choose not to participate in these activities, you will still be welcome to be a part of the program. However, we truly value your feedback and hope you will share your thoughts.

All information collected in the surveys and interviews will be confidential – we do not use names or identifying information in any of our reporting.

If you have any questions about this study, please contact Diana Gal-Szabo at diana@indigoculturalcenter.com or 703-389-3265.

I consent to participate in the pilot research for Growing Up Well.

Caregiver signature

Date

email address

phone number where you can be reached for interview

Growing Up Well

Parent and Caregiver Pre-Survey



About Growing Up Well and This Survey

The Growing Up Well program supports families in building their children's social-emotional skills and character. This survey will help us understand if this program provides you with the right resources and support. The purpose of this survey is not to judge anyone's parenting skills or children's development. Different people have different parenting approaches, and children may be at different stages and have different needs. **All information from this survey will be kept confidential. Your name will not be used in any reports and your group leaders will not see your responses.** You can skip questions if you do not feel comfortable answering.

You and Your Child

This program is targeted at children ages 3-5. Please choose one child to think about as you fill out this survey.

Your name: _____

Your child's age: _____ Child's birth order: oldest middle youngest

Do you have any worries or concerns about your child's development or behavior?

Is your child currently enrolled in any pre-K or childcare programs?

- family child care home (in-home daycare)
- child care center
- private school pre-K
- public school pre-K
- other: _____

What do you hope you will get out of participating in this program?

What do you hope your child/children will get out of participating in this program?

Are there specific topics you would like to see the program cover?

Please tell us how you feel.

1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

I have a good understanding of what social-emotional skills are and how they help children succeed.	
I have a variety of strategies for supporting my child's development of social-emotional skills and character.	
I have a good variety of tools (apps, videos, books, activities, games) to help my child learn social-emotional and character skills.	
I feel confident dealing with my child's behavior issues in a constructive way.	
I talk with my child about what they are learning when they play an app or watch a tv show.	
I set goals for myself to help me support my child's development of social-emotional skills and character.	
I pay attention to how I model social-emotional skills with my own words and actions.	
I have a strong support network of people I can talk to about parenting - both successes and struggles.	

Growing Up Well Parent and Caregiver Post-Survey



About This Survey

This survey will help us understand your experience in the Growing Up Well Program and if it has been helpful to you or your child. Your feedback will be used to improve the program for the future. We value your opinions and ideas. **All information from this survey will be kept confidential. Your name will not be used in any reports and your group leaders will not see your responses.** You can skip questions if you do not feel comfortable answering.

Your Child

This program is targeted at children ages 3-5. Please recall the one child you chose one to think about at the beginning of the program and think about this one child when answering the survey.

Your name: _____

Your child's age: _____ Child's birth order: oldest middle youngest

What were the most important things you took away from this program?

Did this program change any of your thoughts about teaching social-emotional skills such as positive habits and practices? If so, please explain.

Did the program help you work on any of these areas with your child?

<i>If you aren't working on a skill yet because your child isn't the right age or ready yet, please select "N/A"</i>		Program didn't change things				Program helped a lot
Being aware of their own feelings (week 1)	N/A	1	2	3	4	5
Managing their emotions (week 2)	N/A	1	2	3	4	5
Having confidence and self-esteem (week 3)	N/A	1	2	3	4	5
Understanding other people's feelings (week 4)	N/A	1	2	3	4	5
Making friends and getting along (week 5)	N/A	1	2	3	4	5
Being responsible (week 6)	N/A	1	2	3	4	5
Showing courage/coping with fears (week 7)	N/A	1	2	3	4	5
Practicing honesty (week 8)	N/A	1	2	3	4	5
Showing gratitude/thanks (week 9)	N/A	1	2	3	4	5

Please tell us how you feel.

1=strongly disagree, 2=disagree, 3=neutral, 4=agree, 5=strongly agree

I have a good understanding of what social-emotional skills are and how they help children succeed.	
I have a variety of strategies for supporting my child's development of social-emotional skills and character.	
I have a good variety of tools (apps, videos, books, activities, games) to help my child learn social-emotional and character skills.	
I feel confident dealing with my child's behavior issues in a constructive way.	
I talk with my child about what they are learning when they play an app or watch a TV show.	
I set goals for myself to help me support my child's development of social-emotional skills and character.	
I pay attention to how I model social-emotional skills with my own words and actions.	
I have a strong support network of people I can talk to about parenting - both successes and struggles.	

Text and Facebook Communication

Text messages were: ☐ not at all helpful ☐ a little helpful ☐ pretty helpful ☐ very helpful ☐ N/A (Didn't receive)

Number of texts was: ☐ Too few ☐ Just right ☐ Too many

Facebook group was: ☐ not at all helpful ☐ a little helpful ☐ pretty helpful ☐ very helpful ☐ N/A (Didn't use)

Number of Facebook messages was: ☐ Too few ☐ Just right ☐ Too many

How much do you agree with the following statements?

This program was helpful for me as a parent/caregiver.

☐ Strongly disagree ☐ Disagree ☐ Neither agree nor disagree ☐ Agree ☐ Strongly Agree

This program was helpful for my child.

☐ Strongly disagree ☐ Disagree ☐ Neither agree nor disagree ☐ Agree ☐ Strongly Agree

How likely are you to recommend this program to a friend or family member?

1	2	3	4	5	6	7	8	9	10
Not likely at all									Extremely likely

Thank you for your time! When you have completed both this survey and your phone interview, we will send your thank you gift card.

Parent/Caregiver Post Interview Protocol (Phase 4)

Thank you for taking the time to talk with me again. I'm excited to hear how the program finished for you. As a reminder, any information that I gather through this interview as well as the surveys you've done will be kept confidential. Do you mind if I use an audio recorder again?

[If yes] Great! Any questions before we start?

[If no] That's fine. I will just take notes as we go.

What hurdles did you experience that might have prevented you from attending all nine sessions?

Do you think it's likely that other families can attend a nine-week program? What is a reasonable expectation for attendance, and what do you think could encourage consistent participation? [e.g. dinner, monetary incentive, other]

How did you feel at the wrap up of the last session?

Had you ever attended a program like this before? How was this similar or different from your past experiences?

What parts of the program do you think will stick with you now that it is done?

How has the program changed the way you think about your child's development?

During the last four sessions, are there any particular new things you learned – from the facilitators, participants, or something else?

Were there particular strategies you learned about during the last sessions that you really liked or found really helpful?

Has the program had an effect on any of your approaches to working with your child when it comes to social-emotional skills and character?

How about books, games, or videos from these last few sessions? Did you or your child really like any of these?

Do you plan to use any of these in the future?

One strategy of the program is to use books, games, and videos to engage children in learning about social emotional skills and character. Did you pick up any useful techniques on how to do this?

Do you think the program has affected the way you use books or games or videos to engage with your child?

Do you think you will continue to refer to the goals you set during the program? (Which goals do you find most important or helpful?)

Were any aspects of the program less useful?

If PBS had to choose a smaller number of these program sessions to offer to families, which ones do you think would be the most critical?

[Take time here to review the 9 themes: self-awareness, self-control, self-confidence, empathy/compassion, friendship, responsibility, courage, honesty, gratitude]

Do you remember any particular likes/dislikes about these different sessions' themes?

How about other critiques of the program? Are there things that you think could be improved?

Do you plan to continue using the texts or Facebook group?

Do you intend to connect with other parents after the program (via Facebook or otherwise)?

What would you say is the overall benefit of the program for parents and caregivers?

Knowing that this program is in a pilot stage and will continue to evolve, what advice can you give the PBS team on what to keep or improve?

Is this a program that you would recommend to other parents or families?

Do you think this program fills a need, either in general or in your community?

Do you have any other feedback or comments?

Thank you for your time!

Parent/Caregiver Mid-Point Interview Protocol (Phase 4)

Thank you for taking the time to talk with me today. My name is Ana, and I'm the researcher PBS hired to help them collect feedback on their pilot program. I'm excited to hear about how the program is going and what you think of it. As a reminder, any information that I gather through this interview as well as the surveys you've done will be kept confidential - your name will not be associated with any of our reporting and the program facilitators will not know what you say to me. Do you mind if I use an audio recorder so that I can go back and take notes later?

[If yes] Great! Any questions before we start?

[If no] That's fine. I will just take notes as we go.

How did you hear about the program, and what made you want to participate?

Can you tell me a little about your kids who are participating in the program? (How many, how old, any special reason you wanted them to participate?)

Did you know what the program was going to be about?

The Growing Up Well program is all about social emotional skills. Is that a phrase you were familiar with before the program, or was it new to you?

Do you think this is a helpful topic for a program for families? Why or why not?

How many days of the program have you attended so far?

If participant has missed sessions: What makes regular attendance hard? Is there any support that would be helpful?

What do you think of the program so far?

Has the program been helpful to you? (What are you getting out of it?)

What have you learned that's new from the program about social emotional skills or children's development?

What new strategies have you learned for working with your child/children?

What have you learned from the facilitators or from the other parents and caregivers?

What do you think of the adult discussions? (What do you get out of this part of the program?)

What do you think of the parent guides that they provide?

Is the information useful? (Is it at a good reading level?)

What do you think about the amount of info on the guides? (too much, too little)

Do you ever refer to those guides at home?

Each week of the program focuses on a different social emotional skill (e.g. managing your emotions, being empathetic). Do you think the program does a good job of highlighting a different skill each week?

Have any of the sessions/skills stood out to you as particularly helpful? (If they couldn't cover all the sessions and skills, which do you see as more important?)

Has the program introduced you to any particular books, apps, or videos that you or your children really like? (Have you used any of these at home?)

Did the program teach you anything new about how to use tv shows or apps with your child? (Did you learn about joint media engagement?)

Did you sign up for the text messages the program delivers?

Do you usually read them?

Have they provided any useful info? (Can you give me an example?)

Are you participating in the Facebook group for the program?

Do you find the discussions there helpful? (Can you give me an example?)

Do you have any feedback on the program format or schedule of activities?

How would you describe this program if you had to explain it to another parent/caregiver?

Have you talked to other friends or family about the program? (What do you tell them about it?)

What are you hoping the program delivers in the weeks ahead?

Thank you for your time!

Facilitators Mid-Program Interview (Pilot Phase 4)

Thank you for taking the time to talk with us today. Some of you know me already, but for those who don't, my name is Ana and I work for an educational research firm PBS hired to help gather feedback from program participants to help its development throughout the pilot's three phases. As you may have gathered from your past interactions with the PBS team, they are very interested in hearing your honest and open feedback about the program because you are the front-line in delivering it to families and can provide really helpful perspectives to help strengthen it. During this discussion, we hope you share your praise as well as your critiques and suggestions so that we can learn from you. With everyone's permission, I would like to use an audio recorder today so that I can listen back later and take notes on things I may have missed. Is that alright with you?

[If yes] Great! Any questions before we start?

[If no] That's fine. I will just take notes as we go.

[New facilitators] Can you tell us a little about your background and how you came to be involved in Growing Up Well?

How did you feel about the training you received for running the program? (Did you feel well-prepared? Did you have a good sense of how the program would run?)

Has the facilitator guide been helpful to you? Is there any way it could be improved, or is there anything else you think facilitators should know?

What were your reactions to that first session? (Did things run smoothly? How was participation?)

How have things been developing since then? (How do you feel about parent participation? How do you feel about the activities with the children?)

What parts do you think are working well for the families?

Are there parts that are working less well?

Have you been able to follow the curriculum as it was laid out or have you had to make adjustments to make the program work?

How does the curriculum content seem when it is translated into Spanish? Are there certain things that you had to adjust? Did the program seem culturally relevant?

Does the general program schedule work well for you and the families? (How do you feel about the amount of time allocated to the different activities?)

What have parents said about the text messages they have received about social-emotional skills? What about how they are engaging with the Facebook group?

Do you have many children outside the target age group? How does this affect the experience?

Joint media engagement is a big theme of this program. Do you feel parents are learning new skills in this area?

What do you feel parents have learned about social-emotional skills and supporting their children? (Have any of the session themes seemed to really gel with parents? Are there any particular strategies you see parents picking up and using?)

How do families interact during the play and learn together time? (station activity time) What outcomes for families have you observed during this time?

How has the adult discussion time been going?

Are the adults comfortable talking with each other about each day's topics?

Do you think they are learning and using skills and strategies from the program? (Did anyone discuss using these strategies at home between sessions?)

Do parents seem to appreciate the printed materials they receive? (Did anyone discuss using them?)

Have there been any challenges to moderating the discussions? Do you have any new strategies you can share that can be passed on to future facilitators?

Do you have any feedback on the media resources used in the program? (Did any of them work particularly well or less well? Are there others you would recommend in addition?)

Do you have any feedback on the support materials you received for facilitating the program?

Did you encounter any logistical issues in running the program? (If so, do you have recommendations on how to address these in the next pilot?)

Knowing that this program is in a pilot stage and will continue to evolve, what advice can you give the PBS team on what to keep or improve?

What are your hopes for the additional sessions that will be incorporated in the next pilot phase?

Do you have any other feedback or comments?

Week 1 – Welcome/Introduction

Participant Numbers

Adults _____ Children in target age group _____

Facilitators _____ Children outside target age group _____

Notable departures from curriculum

Please rate today's session on the following (1=low, 10=high)

Flow of activities/schedule _____ Participation by adults _____

Covering the week's theme _____ Quality of the discussion _____

Today's challenges

Today's successes, learning moments, or other highlights

Ideas or changes for following session

Week 2 – Self-Awareness

Participant Numbers

Adults _____ Children in target age group _____

Facilitators _____ Children outside target age group _____

Notable departures from curriculum

Please rate today's session on the following (1=low, 10=high)

Flow of activities/schedule _____ Participation by adults _____

Covering the week's theme _____ Quality of the discussion _____

Today's challenges

Today's successes, learning moments, or other highlights

Ideas or changes for following session

Week 3 – Self-Control

Participant Numbers

Adults	_____	Children in target age group	_____
Facilitators	_____	Children outside target age group	_____

Notable departures from curriculum

Please rate today's session on the following (1=low, 10=high)

Flow of activities/schedule	_____	Participation by adults	_____
Covering the week's theme	_____	Quality of the discussion	_____

Today's challenges

Today's successes, learning moments, or other highlights

Ideas or changes for following session

Week 4 – Self-Confidence

Participant Numbers

Adults	_____	Children in target age group	_____
Facilitators	_____	Children outside target age group	_____

Notable departures from curriculum

Please rate today's session on the following (1=low, 10=high)

Flow of activities/schedule	_____	Participation by adults	_____
Covering the week's theme	_____	Quality of the discussion	_____

Today's challenges

Today's successes, learning moments, or other highlights

Ideas or changes for following session

Week 5 – Empathy and Compassion

Participant Numbers

Adults	_____	Children in target age group	_____
Facilitators	_____	Children outside target age group	_____

Notable departures from curriculum

Please rate today's session on the following (1=low, 10=high)

Flow of activities/schedule	_____	Participation by adults	_____
Covering the week's theme	_____	Quality of the discussion	_____

Today's challenges

Today's successes, learning moments, or other highlights

Ideas or changes for following session

Week 6 – Friendship

Participant Numbers

Adults	_____	Children in target age group	_____
Facilitators	_____	Children outside target age group	_____

Notable departures from curriculum

Please rate today's session on the following (1=low, 10=high)

Flow of activities/schedule	_____	Participation by adults	_____
Covering the week's theme	_____	Quality of the discussion	_____

Today's challenges

Today's successes, learning moments, or other highlights

Ideas or changes for following session

Week 7 – Responsibility

Participant Numbers

Adults	_____	Children in target age group	_____
Facilitators	_____	Children outside target age group	_____

Notable departures from curriculum

Please rate today's session on the following (1=low, 10=high)

Flow of activities/schedule	_____	Participation by adults	_____
Covering the week's theme	_____	Quality of the discussion	_____

Today's challenges

Today's successes, learning moments, or other highlights

Ideas or changes for following session

Week 8 – Courage

Participant Numbers

Adults	_____	Children in target age group	_____
Facilitators	_____	Children outside target age group	_____

Notable departures from curriculum

Please rate today's session on the following (1=low, 10=high)

Flow of activities/schedule	_____	Participation by adults	_____
Covering the week's theme	_____	Quality of the discussion	_____

Today's challenges

Today's successes, learning moments, or other highlights

Ideas or changes for following session

Week 9 – Honesty

Participant Numbers

Adults	_____	Children in target age group	_____
Facilitators	_____	Children outside target age group	_____

Notable departures from curriculum

Please rate today's session on the following (1=low, 10=high)

Flow of activities/schedule	_____	Participation by adults	_____
Covering the week's theme	_____	Quality of the discussion	_____

Today's challenges

Today's successes, learning moments, or other highlights

Ideas or changes for following session

Week 10 – Gratitude

Participant Numbers

Adults	_____	Children in target age group	_____
Facilitators	_____	Children outside target age group	_____

Notable departures from curriculum

Please rate today's session on the following (1=low, 10=high)

Flow of activities/schedule	_____	Participation by adults	_____
Covering the week's theme	_____	Quality of the discussion	_____

Today's challenges

Today's successes, learning moments, or other highlights

Ideas or changes for following session

PBS KIDS & KAET
Growing Up Well

Explicación de la investigación y el consentimiento

Queridas familias,

¡Gracias por inscribirse para participar en el programa PBS KIDS Growing Up Well! Este programa es un programa piloto: lo estamos probando con familias para que PBS KIDS pueda realizar mejoras antes de que el programa se ofrezca a otras comunidades. Parte de nuestras investigaciones incluye que obtengamos información de las familias para que nos ayuden a responder las siguientes preguntas:

- Si los padres/cuidadores/guardianes y niños disfrutan del programa.
- ¿El programa proporciona información útil?
- ¿El programa ayuda a los padres y cuidadores a apoyar a sus hijos a medida que aprenden habilidades sociales y emocionales y desarrollan su carácter?

Le pediremos a los adultos en el programa que completen dos encuestas (aproximadamente 10 minutos cada una) y dos entrevistas telefónicas (aproximadamente 30 minutos cada una) para ayudarnos a responder estas preguntas. También un investigador observará algunas de las sesiones del programa o verá grabaciones de video de las sesiones.

Cada familia que complete el programa, las encuestas y las entrevistas recibirá una tarjeta de regalo de \$70.

Participar en estas encuestas y entrevistas es opcional. Si elige no participar en estas actividades, aún será bienvenido a formar parte del programa. Sin embargo, realmente valoramos sus comentarios y esperamos que comparta sus pensamientos con nosotros.

Toda la información que obtengamos en las encuestas y las entrevistas será confidencial - no utilizaremos nombres ni información de identificación en ninguno de nuestros informes.

Si tiene alguna pregunta sobre este estudio, comuníquese con Diana Gal-Szabo en diana@indigoculturalcenter.com o 703-389-3265.

Doy mi consentimiento para participar en la investigación piloto para Growing Up Well.

Firma del padre/cuidador/guardián

Fecha

Dirección de correo electrónico

Número telefónico al que le podremos llamar para la entrevista

Growing Up Well Parent and Caregiver Pre-Survey



Acerca de Growing Up Well Y esta Encuesta

El programa Growing Up Well ayuda a las familias a desarrollar las habilidades y el carácter socioemocional de sus hijos. Esta encuesta nos ayudará a comprender si este programa le proporciona los recursos y el apoyo necesario. El propósito de esta encuesta no es juzgar las habilidades parentales (o de crianza) de nadie, ni el desarrollo de los niños. Diferentes personas tienen diferentes enfoques de crianza, y los niños pueden estar en diferentes etapas y tener diferentes necesidades. **Toda la información de esta encuesta se mantendrá confidencial. Su nombre no se utilizará en ningún informe y los líderes de su grupo no verán sus respuestas.** Puede omitir preguntas si no se siente cómodo respondiéndolas.

Usted y Su niño

Este programa está dirigido a niños de 3 a 5 años. Seleccione a un niño para responder las preguntas basándose en él/ella mientras completa esta encuesta.

Su nombre: _____

Edad de su hijo: _____ Orden de nacimiento del hijo: mayor medio menor

¿Tiene alguna preocupación o inquietud sobre el desarrollo o el comportamiento de su hijo?

Actualmente, ¿Su hijo está inscrito en algún programa de pre-kínder o cuidado infantil?

- Cuidado de familia (cuidado en casa)
- Centro de cuidado infantil (guardería)
- Pre-kínder privado
- Pre-kínder público
- Otro: _____

¿Qué espera obtener usted al participar en este programa?

¿Qué espera que su hijo/hijos obtengan al participar en este programa?

¿Hay temas específicos que le gustaría que este programa cubra?

Por Favor, seleccione cómo se siente.

1 = totalmente en desacuerdo 2 = en desacuerdo 3 = neutral 4 = de acuerdo 5 = totalmente de acuerdo

Tengo un buen entendimiento de qué son las habilidades socioemocionales y cómo ayudan a los niños a obtener éxito.	
Poseo una variedad de estrategias para apoyar el desarrollo de las habilidades socioemocionales y el carácter de mi hijo.	
Poseo una buena variedad de herramientas (aplicaciones, videos, libros, actividades, juegos) para ayudar a mi hijo a aprender habilidades socioemocionales y de carácter.	
Me siento seguro/a al tratar los problemas de comportamiento de mi hijo de una manera constructiva.	
Hablo con mi hijo sobre lo que está aprendiendo cuando juega con una aplicación o mira un programa de televisión.	
Me propongo metas para ayudarme (o que me ayuden) a apoyar el desarrollo de las habilidades socioemocionales y el carácter de mi hijo.	
Presto atención a cómo modelo/demuestro habilidades socioemocionales con mis propias palabras y acciones.	
Tengo una red sólida/fuerte/buena de apoyo de personas con las que puedo hablar sobre la crianza de los hijos, tanto éxitos como dificultades.	

Growing Up Well Parent and Caregiver Post-Survey



Sobre esta encuesta

Esta encuesta nos ayudará a comprender su experiencia en el programa Growing Up Well y si ha sido útil para usted o su hijo(s). Sus comentarios se utilizarán para mejorar el programa en el futuro. Valoramos sus opiniones e ideas. **Toda la información de esta encuesta se mantendrá confidencial. Su nombre no se utilizará en ningún informe y los líderes de su grupo no verán sus respuestas.** Puede omitir preguntas si no se siente cómodo respondiéndolas.

Su niño

Este programa está dirigido a niños de 3 a 5 años. Piense en el niño que eligió durante la primera encuesta, ahora piense en este mismo niño mientras completa esta encuesta.

Su nombre: _____

Edad de su hijo: _____ Orden de nacimiento del hijo: mayor medio menor

¿Cuáles fueron las cosas más importantes que aprendió/se llevó de este programa?

¿Este programa cambió algunos de sus pensamientos sobre la enseñanza de habilidades socioemocionales, como hábitos y prácticas positivas? Si es así, por favor explique.

¿El programa le ayudó a trabajar en alguna de estas áreas con su hijo?

Si no está trabajando en una habilidad todavía debido a que su niño no está en esa edad o no está listo, por favor seleccione N/A.		El programa no ayudó a cambiar las cosas				EL programa ayudó mucho
Ser consciente de sus propias emociones (semana 1)	N/A	1	2	3	4	5
Manejar sus emociones (semana 2)	N/A	1	2	3	4	5
Sentirse seguro en sí mismo y tener un buen autoestima (semana 3)	N/A	1	2	3	4	5
Entender los sentimientos de otros (semana 4)	N/A	1	2	3	4	5
Hacer amigos y llevarse bien (semana 5)	N/A	1	2	3	4	5
Ser responsable (semana 6)	N/A	1	2	3	4	5
Ser valiente/afrontar miedos (semana 7)	N/A	1	2	3	4	5
Practicar honestidad (semana 8)	N/A	1	2	3	4	5
Demostrar gratitud/agradecimientos (semana 9)	N/A	1	2	3	4	5

Seleccione cómo se sintió ANTES del programa versus AHORA.

1 = totalmente en desacuerdo 2 = en desacuerdo 3 = neutral 4 = de acuerdo 5 = totalmente de acuerdo

Tengo un buen entendimiento de qué son las habilidades socioemocionales y cómo ayudan a los niños a obtener éxito.	
Poseo una variedad de estrategias para apoyar el desarrollo de las habilidades socioemocionales y el carácter de mi hijo.	
Poseo una buena variedad de herramientas (aplicaciones, videos, libros, actividades, juegos) para ayudar a mi hijo a aprender habilidades socioemocionales y de carácter.	
Me siento seguro/a al tratar los problemas de comportamiento de mi hijo de una manera constructiva.	
Hablo con mi hijo sobre lo que está aprendiendo cuando juega con una aplicación o mira un programa de televisión.	
Me propongo metas para ayudarme (o que me ayuden) a apoyar el desarrollo de las habilidades socioemocionales y el carácter de mi hijo.	
Presto atención a cómo modelo/demuestro habilidades socioemocionales con mis propias palabras y acciones.	
Tengo una red sólida/fuerte/buena de apoyo de personas con las que puedo hablar sobre la crianza de los hijos, tanto éxitos como dificultades.	

Mensajes de Texto y Comunicación en Facebook

Los mensajes de texto fueron: ☐ para nada útil ☐ un poco útil ☐ útiles ☐ muy útiles ☐ N/A (no recibí)

El número de mensajes fue: ☐ poco ☐ apropiado ☐ demasiado

El grupo de Facebook fue: ☐ para nada útil ☐ un poco útil ☐ útiles ☐ muy útiles ☐ N/A (no recibí)

El número de mensajes de Facebook fue: ☐ poco ☐ apropiado ☐ demasiado

¿Está de acuerdo con las siguientes declaraciones? ¿Qué tanto?

Este programa fue útil para mi como padre-madre/cuidador/guardian

☐ totalmente en desacuerdo ☐ en desacuerdo ☐ neutral ☐ de acuerdo ☐ totalmente de acuerdo

Este programa fue muy util para mi niño/a

☐ totalmente en desacuerdo ☐ en desacuerdo ☐ neutral ☐ de acuerdo ☐ totalmente de acuerdo

¿Que probabilidad hay de que usted le recomiende este programa a un conocido o miembro de su familia?

1	2	3	4	5	6	7	8	9	10
Para nada probable									Extremadamente probable

¡Gracias por su tiempo! Cuando haya completado la encuesta y la entrevista telefónica, le mandaremos la tarjeta de regalo.

PBS KIDS Growing Up Well
Parent/Caregiver
Post Interview Protocol (Phase 4)

Gracias por tomarse el tiempo en hablar conmigo de nuevo. Estoy emocionada de saber cómo terminó el programa para usted. Como recordatorio, toda la información que yo obtenga durante esta entrevista, así como las encuestas que haya realizado, se mantendrán confidenciales. ¿Le importa si uso una grabadora de voz nuevamente?

[Si, si] Esta bien! Tiene alguna pregunta antes de comenzar?

[Si, no] No hay problema, tomaré notas durante la entrevista.

¿Qué obstáculos tuvo que impedir que asistiera a las nueve sesiones?

- ¿Cree que es probable que otras familias puedan asistir a un programa de nueve semanas? ¿Cuál es una expectativa razonable de asistencia y qué cree que podría animar a que las familias participen constantemente? [p.ej. cena, incentivo monetario, otro]
- ¿Cómo se sintió al final de la última sesión?
- ¿Alguna vez ha asistido a un programa como este antes? ¿De qué forma este programa fue similar o diferente a sus experiencias pasadas?
- ¿Qué partes del programa cree que seguirán/ o se quedarán con usted ahora que ya terminó?
- ¿Cómo ha cambiado su forma de pensar sobre el desarrollo de su hijo al participar en este programa?
- Durante las últimas cuatro sesiones, ¿ha aprendido algo nuevo en particular de los facilitadores, los participantes o alguna otra cosa?
- ¿Hubo estrategias particulares que aprendió durante las últimas sesiones que realmente le gustaron o encontró realmente útiles?
- ¿Ha tenido efecto el programa en alguno de sus enfoques (formas, maneras) para trabajar con su hijo cuando se trata de las habilidades y el carácter socioemocional?
- ¿Qué tal le parecieron los libros, los juegos o videos de estas últimas sesiones? A usted o a su hijo les gustó realmente alguno de estos?
- ¿Planea usar alguno de estos en el futuro?

- Una estrategia del programa es usar libros, juegos y videos para que los niños participen en el aprendizaje de las habilidades y el carácter social y emocional. ¿Aprendió alguna técnica útil sobre cómo hacer esto?
- ¿Cree que el programa ha afectado la forma en que usted usa libros, juegos o videos para relacionarse con su hijo?
- ¿Cree que seguirá refiriéndose a, o utilizando los objetivos que estableció durante el programa? (¿Qué objetivos le parecen más importantes o útiles?)
- ¿Hubo algún aspecto del programa que fue menos útil?
- Si PBS tuviera que elegir un número mínimo de sesiones de este programa para ofrecer a las familias, ¿cuáles cree que serían las más críticas/importantes?
- [Tomémonos el tiempo aquí para revisar los 9 temas: autoconciencia, autocontrol, autoconfianza, empatía/compasión, amistad, responsabilidad, coraje, honestidad, gratitud]
 - ¿Hubo algo en particular que le gusto o disgusto sobre los temas de estas diferentes sesiones?
- ¿Tiene críticas del programa? ¿Hay cosas que cree que podrían mejorarse?
- ¿Planea continuar usando los textos o el grupo de Facebook?
- ¿Tiene la intención de conectarse con otros padres después del programa (a través de Facebook o de otra manera)?
- ¿En su opinion, qué es el beneficio general para padres o cuidadores de este programa?
- Sabiendo que este programa se encuentra en una etapa piloto y continuará evolucionando, ¿qué consejo le puede dar al equipo de PBS sobre qué conservar o mejorar?
- ¿Es este un programa que recomendaría a otros padres o familias?
- ¿Cree que este programa llena una necesidad, ya sea, en general o en su comunidad?
- ¿Tiene algún otro comentario?

¡Gracias por su tiempo!

PBS KIDS Growing Up Well
Parent/Caregiver
Mid-Point Interview Protocol (Phase 4)

Gracias por tomarse el tiempo en hablar conmigo hoy. Mi nombre es Ana Maria, y soy la investigadora que PBS contrató para ayudarlos a obtener información sobre su programa piloto. Estoy emocionada en saber cómo va el programa y lo que usted piensa de él. Como recordatorio, toda la información que yo obtenga durante esta entrevista, así como las encuestas que ya ha realizado, se mantendrá confidencial: su nombre no estará asociado a ninguno de nuestros informes y los facilitadores del programa no sabrán lo que usted me diga. ¿Le importa si uso una grabadora de voz para poder tomar notas más tarde?

[Si, si] Esta bien! Tiene alguna pregunta antes de comenzar?

[Si, no] No hay problema, tomaré notas durante la entrevista.

¿Cómo se enteró del programa y qué le hizo querer participar?

- ¿Me puede contar un poco sobre sus hijos que participan en el programa? (¿Cuántos niños están participando, cuántos años tiene(n), alguna razón especial por la que quiso que participaran en el programa?)
- ¿Usted sabía de qué se iba a tratar el programa?
- El programa Growing Up Well tiene que ver con las habilidades sociales y emocionales. ¿Está es una frase con la que estaba familiarizado(a) antes del programa, o fue nueva para usted?
- ¿Cree que este es un tema útil para un programa para familias? ¿Por qué o por qué no?
- ¿Cuántos días del programa ha asistido hasta ahora?
 - Si el participante ha perdido sesiones: ¿Qué dificulta su asistencia regular al programa? ¿Hay algún apoyo que pueda ser útil/que le ayudaría?
- ¿Qué opina del programa hasta ahora?
- ¿Le ha sido útil el programa? (¿Qué beneficio ha sacado (o obtenido) en participar en el programa?)
- ¿Qué ha aprendido del programa sobre las habilidades sociales y emocionales o el desarrollo de los niños?
- ¿Cuáles son algunas estrategias que ha aprendido para trabajar con su hijo/hijos?

- ¿Qué ha aprendido de los facilitadores o de los otros padres y cuidadores/guardianes?
- ¿Qué opina de las conversaciones de adultos? (¿Qué ha obtenido/aprendido de esta parte del programa?)
- ¿Qué opina de las guías para padres que le han ofrecido?
- ¿Es útil la información? (¿Cree que el nivel de lectura es apropiado?)
- ¿Qué opina sobre la cantidad de información en las guías? (demasiado, muy poco)
- ¿Alguna vez ha usado/referido a esas guías en casa?
- Cada semana el programa se enfoca en una habilidad social y emocional diferente (por ejemplo, manejar sus emociones, ser empático). ¿Cree que el programa hace un buen trabajo al resaltar una habilidad diferente cada semana?
- ¿Alguna de las sesiones/habilidades le ha parecido especialmente útil? (Si no se pudieran cubrir todas las sesiones y habilidades, ¿cuál considera que es la más importante?)
- ¿El programa le ha mostrado algún libro, aplicación o video en particular que realmente le guste o a sus hijos? (¿Ha usado alguno de estos en casa?)
- ¿El programa le enseñó algo nuevo sobre cómo usar programas de televisión o aplicaciones con sus hijos? (¿Aprendió sobre cómo usar los medios juntos?)
- ¿Se suscribió a los mensajes de texto que manda el programa?
 - ¿Usualmente los lee?
- ¿Le han proporcionado alguna información útil? (¿Puede darme un ejemplo?)
- ¿Está participando en el grupo de Facebook del programa?
- ¿Encuentra útiles las discusiones allí? (¿Puede darme un ejemplo?)
- ¿Tiene algún comentario sobre el formato del programa o el cronograma de actividades?
- ¿Cómo describiría este programa si tuviera que explicárselo a otro padre / cuidador o guardián?
- ¿Ha hablado con amigos o familiares sobre el programa? (¿Qué les dice al respecto?)
- ¿Qué espera que el programa presente/tenga en las próximas semanas?

¡Gracias por su tiempo!