DOES FAMILIES AND SCHOOLS TOGETHER (FAST)
ACHIEVE ITS GOALS: AN EVALUATION OF THE
RICE LAKE, WISCONSIN FAST PROGRAM

By

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ABSTRACT

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Does Families and Schools Together (FAST) Achieve its Goals: An Evaluation of
(Title)

the Rice Lake, Wisconsin FAST Program

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The major purposes of this study were to determine if FAST program goals are being met, to determine the level of helpfulness that specific FAST activities provided adult participants, to determine what changes past adult participants think should take place in the program, to determine whether child's undesirable behavior as reported by parents significantly decreased after participation in the program, to determine whether child's undesirable behavior as reported by teachers significantly decreased after participation in the program, and to determine if parents' answers on the Parent Questionnaire differed significantly from pre-program to post-program.

This study includes an examination of the importance of evaluation, approaches to evaluation, need for prevention programs targeted at youth, and characteristics of a successful

prevention program. The research of this study deals specifically with the Rice Lake, Wisconsin Families and Schools Together (FAST) program.

Findings of this research include:

- The Rice Lake FAST program is meeting their goals

- According to the results of the Program Evaluation Forms and the Focus Group Questionnaire, parents find many portions of the program, including staff, to be very helpful

- The results of the dependent two-tailed t-test comparing pre-program with post-program were statistically significant at the $p<.05$ level for 10 of the 11 items on the Child Behavior Questionnaire

- Just 2 of the 12 items on the Teacher Questionnaire resulted in significant results at the $p<.05$ level

- Just 1 of 11 items on the Parent Questionnaire resulted in significant results at the $p<05$ level

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TABLE OF CONTENTS

FIGURES

Chapter 1

Introduction

Prevention programs for children have played a vital role in offering youth alternatives to delinquent behavior by teaching new skills and educating them on a multitude of subjects.

Millions of dollars are spent funding these programs, most of which have been well researched and documented. Many popular, successful programs, such as Families and Schools Together (FAST) are replicated in cities across the United States and in other countries.

What many school districts fail to do is evaluate their prevention programs to determine whether it is attaining its intended goals. Evaluation is needed in order for a program to know what works, what doesn't work, and what is needed to improve.

It is becoming very difficult for school districts across the Nation to maintain funding for existing programs, let alone add new ones. Flannery (1998) stated "As communities struggle to support their schools with decreased budgets, the need for additional monies has increased. But funders will not provide resources for programs, violence prevention included, without quality evaluation data demonstrating their effectiveness and promise" (p.1).

The FAST program began in Rice Lake, Wisconsin in 1996. Kindergarten teacher Bonnie Johnson and guidance counselor Jeane Swanson, both of the Rice Lake school district, wrote the grant, which was awarded for a three-year period. In 1999, Patti Buck, FAST Program Coordinator, applied for a renewal of the grant. It was awarded for another three-year period, ending in 2002. The FAST program was never formally evaluated during its 6-year duration in Rice Lake.

According to McDonald and Frey (1999) "FAST helps at-risk youth (ages 3-14) build relationships through a research and family therapy-based, multifamily group approach to preventing juvenile delinquency" (p.1). FAST was developed to address many of the problems elementary schools with significant numbers of low achieving students face (Families and Schools Together, 1998). The program was designed around research indicating that behavioral and school-related performance problems of poor children could be prevented by partnerships between schools, communities, and parents. ("Families and Schools," 1998).

Dr. Lynn McDonald developed FAST in 1988 at a Family Service Agency in Madison, Wisconsin. By April 1999, it was implemented in 107 school districts in Wisconsin, 30 school districts in California, in 32 other states, in three Indian Nations, and 5 countries (McDonald, 1999). During the last 12 years FAST has been the recipient of over 20 awards and honors from various national organizations that include the National Council on Crime and Delinquency, Center for Substance Abuse Prevention, Strengthening America's Families, U. S. Department of Education, Office of Juvenile Justice and Delinquency Prevention, and the United Way of America (McDonald, 1999).

McDonald conducted court-ordered, in-home, family therapy with violent youth with alcohol and drug issues for years before she developed the FAST program (McDonald & Frey, 1999). McDonald applied family therapy techniques for delinquents that were developed by James Alexander and Salvador Minuchin (McDonald & Frey, 1999). Using these approaches, McDonald had a high success rate, which inspired her to develop a prevention program targeting youth before they were involved with the court system (McDonald & Frey, 1999).

The FAST coordinator collaborates with elementary teachers to identify children exhibiting developmental or behavioral difficulties in the classroom ("Families and Schools,"

1998). The overall goal is to help at-risk youth succeed in the community, at home, and in

school and to avoid problems such as delinquency, violence, addiction, and dropping out of

school (McDonald & Frey, 1999). "FAST offers structured opportunities for involvement in

repeated, relationship-building interactions with the primary caregiver, other family members,

other families, peers, school representatives, and community representatives" (McDonald &

Frey, 1999, p.2). According to McDonald and Frey (1999) "The program builds and enhances

long-term relationships to provide youth a social safety net of protective factors for getting

through difficult times" (p.2).

 "FAST reduces common forms of delinquent behavior because increasing multiple levels

of social bonding reduces juvenile violence/crime; increasing connections, rituals, and resilience

reduces alcohol and drug abuse; reducing isolation and promoting family strength reduce child

abuse and neglect; and promoting parent involvement for school success reduces school

failure"(McDonald & Frey, 1999, p. 2).

 There are no restrictions for admission into the program. All families are eligible, the

only limitation is space. The FAST process begins with home visits followed by a weekly series

of school-based evening activities for up to 12 families for 8-10 weeks; followed by 2 years of

monthly multifamily FASTWORKS meetings (Families and Schools Together, 1998).

FASTWORKS meetings are run by paid FAST parent graduates to nurture and maintain

interpersonal relationships developed during the weekly sessions ("Families and Schools,"

1998).

 Eighty percent of FAST parents complete the eight weeks and graduate and 91% of

participants report an increase in involvement within their communities ("Bringing Families,"

2000). Eighty-six percent were still seeing friends they made at FAST (McDonald & Frey,

1999). "Evaluation results after eight weeks show statistically significant improvement in the child's classroom behaviors, home behaviors, self-esteem, family closeness, parent involvement in schools, and reduction in social isolation" ("Family and Schools," 1998, p.1).

FAST actively reaches out and engages stressed and isolated families. Parents learn to monitor their children's behavior, interact through play, and communicate with their children (McDonald & Frey, 1999). They also become more involved socially with other parents, schools, and communities (McDonald & Frey, 1999). The average cost per family is $1200.00 for 86 hours of services (30 sessions, including FASTWORKS), over 2 years; and the average yearly cost for a school to run two fast cycles is $30,000 (McDonald & Frey, 1999). McDonald (1999) developed FAST program goals that fall under four main headings: Enhance Family Functioning, Prevent the Child from Experiencing School Failure, Prevent Substance Abuse by the Child and Family, and Reduce the Stress that Parents and Children Experience from Daily Life Situations. Within these broad areas, are objectives on how to attain the program goals. The FAST program goals and objectives developed by McDonald (1999) are the following:

FAST Program Goals

Enhance Family Functioning

- Strengthen the parent-child relationship in specific, focused ways
- Empower the parents to be the primary prevention agents for their children

Prevent the Child from Experiencing School Failure

- Improve the child's short-and-long-term behavior and performance in school
- Empower the parents to be partners in the educational process
- Increase the child's and family's feelings of affiliation with their school

Prevent Substance Abuse by the Child and Family

- Increase the family's knowledge and awareness of substance abuse and the impact of substance abuse on child development

- Link the family to appropriate assessment and treatment services, as needed

Reduce the Stress that Parents and Children Experience from Daily Life Situations

- Develop and ongoing support group for parents of at-risk children

- Link the family to appropriate community resources and services, as needed

- Build the self-esteem of each family member

    (p.2)

The FAST program in Rice Lake, Wisconsin, which started in 1996, targets 6-12 year-olds and their families. Elementary guidance counselors, teachers, and principals refer children to the program coordinator. The Rice Lake FAST meets for 7 weeks (one cycle) and on average hosts 8-10 families per cycle, with 4 cycles per year. The program's weekly meetings take place on Tuesday evenings from 4:30-7:00 p.m. The program employs a coordinator, parent liaison, school counselors, community resource person, and child caretakers. The coordinator conducts home visits with potential participating families to share information and to answer any questions about the program. Home visits continue weekly for the duration of the program cycle. For Step 2, family games that encourage families to express feelings, cooperate together, and have fun, are distributed weekly during the home visit.

Something unique to the Rice Lake FAST program is that Bonnie Johnson and Patti Buck developed Step 2 in 1999, a six-week program that follows the traditional FAST cycle. Step 2 is an anger management and conflict resolution curriculum for both adults and children that has been adapted from Second Step, a violence prevention curriculum for use in schools. The

sessions are held on Tuesday evenings from 4:30-6:30 p.m. Step 2 gives families the option of gaining conflict resolution and anger management tools, and the education to use them. The topics covered include: feelings, empathy, communicating effectively, managing anger, solving problems/resolving conflicts, and cooperation. Children ages 3-5, children ages 6-11, and parents meet in separate groups with FAST staff to learn and practice the skills.

The weekly meetings begin with a group song, followed by a meal prepared by FAST staff members, family activity, organized play for children, parent education and support meeting, child educational activity, prize drawings for children, adults, and families, song, and adjourn. Some of the family activities in FAST are Scribbles, Feeling Cards, family art projects, and Special Play.

The original FAST grant awarded Rice Lake School District $50,000 for the first year, $40,000 the second year, and $20,000 the third year. The renewal allotted $50,000 for the first year and $40,000 for the second and third years with the stipulation that twice as many families than the first three years are served by the program.

The Rice Lake FAST program identified objectives for the program that are similar to McDonald's (1999) FAST Program Goals. Buck (1999) identified the following objectives:

Rice Lake FAST Objectives

- Support/strengthen the family unit
- Promote positive family interaction
- Build/encourage individual family strengths
- Increase parental involvement
- Provide positive parenting skills
- Provide early intervention for lasting success

- Promote academic success

- Improved academic success/school attendance/positive behavior/and self esteem of individual child

- Provide drug-free environment for families

- Increase knowledge/understanding of AODA issues/resources

- Reduce stress in families

- Link families/community resources

- Decrease isolation factor

- Strengthen anger management/conflict resolution skills

- Provide opportunities for positive interactions between family/school/community

- Develop network of community resources for parents

   (p.3).

Statement of the Problem

A formal evaluation of the FAST program in Rice Lake, Wisconsin has never been conducted. An evaluation would provide important information regarding the effectiveness of the program and the needs and wants of its former participants. The evaluation would allow for changes to occur to make the program better and would give the Rice Lake Area School District necessary information for the grant renewal and for future planning.

Purpose of the Study

The major purposes of this research study are to:

1. Determine if FAST program goals are being met.

2. Determine the level of helpfulness that specific FAST activities provided adult participants.

3. Determine what changes past adult participants think should take place in the program.

4. Determine whether child's undesirable behavior as reported by parents significantly decreased after participation in the program.

5. Determine whether child's undesirable behavior as reported by teachers significantly decreased after participation in the program.

6. Determine if parents' answers on the Parent Questionnaire differed significantly from pre-program to post-program.

Definition of Terms

The following terms are defined to increase understanding.

Alternative assessment: Types of measures that are contextual. Results are indicative of skill or interest.

Case study: An intensive, detailed description and analysis of a single project, program, or instructional material in the context of its environment.

Child Behavior Questionnaire: Questionnaire containing 11 questions that rate the frequency (never to always) of a child's behavior for parents to complete before and after the program.

Document studies: Using existing records (public and personal) to learn more about a setting and/or a group of people.

Experimental design: Subjects are randomly assigned to groups.

FAST Program Evaluation Form(s): Completed by parents after FAST and FAST Step 2 have been completed. The evaluation asks parents to rate activities and FAST staff and to answer open-ended questions regarding the program, their families, and themselves.

Feeling Cards: A deck of cards with the names of feelings printed on them. Used as a FAST activity to get families to express their feelings to one another. Each family member takes turns pulling a card out of the deck.

Focus group: A group selected for its relevance to an evaluation and is designed to share insights, ideas, and observations on a topic of concern to the evaluation.

Formative evaluation: Evaluation designed and used to improve an intervention, especially while it is still being developed.

Home Visits: Weekly visits made to the home of participating FAST families to address the individual needs of the family, deliver and teach the family games, form bonds with family members, and make connections with community resources.

In-depth interviews: A conversation between a skilled interviewer and an interviewee that seeks to enhance opportunities for the expression of a respondent's feelings and ideas through the use of open-ended questions and loosely structured interview guide.

Key informant: Person with background, knowledge, or special skills relevant to topics examined by the evaluation.

Mixed-method evaluation: An evaluation that includes both quantitative and qualitative methods for data collection and data analysis.

Non-experimental design: Characterized by the absence of a control or comparison group. Two most common are the posttest-only design and the pretest-posttest design.

Objectives-oriented evaluation: Evaluating a program on whether the objectives have been met or not.

Observation: The process of direct sensory inspection involving trained observers.

Parent Questionnaire: A questionnaire containing 11 questions that rate the frequency (never-always) of feelings and behaviors that participating FAST parents complete before and after the program.

Qualitative evaluation: Approach that is primarily descriptive and interpretive.

Quantitative evaluation: Approach involving the use of numerical measurement and data analysis based on statistical methods.

Quasi-experimental design: Follow the basic structure of a true experiment, but without controlling for differences in subject selection.

Sample Survey: Using a portion, a sample, of the population to generalize results to the entire population.

Scribbles: FAST activity that involves all members making a picture out of a nonsense squiggle or mark on paper. Each person receives the same "scribble" and uses their creativity to make something meaningful out of it. All are displayed for everyone to see.

Special Play: Developed by FAST to give parents and their children 15 minutes of uninterrupted, child-directed play.

Summative evaluation: Performed at the end of a program to judge the effectiveness, efficiency, or cost of an intervention.

Teacher Questionnaire: Questionnaire containing 12 questions for teachers to complete that rate the frequency (never-always) of children's behavior. The questionnaire is completed before and after the program.

Chapter 2

Review of Literature

In order for programs to improve they must be evaluated. This chapter will discuss the importance of program evaluation, approaches to evaluation, the need for prevention programs for youth, and the characteristics of a successful prevention program.

Importance of Program Evaluation

Wilde and Sockey (1995) define evaluation as "a careful, rigorous examination of an educational curriculum, program, institution, organizational variable, or policy. The focus is either on understanding and improving or on summarizing, describing, or judging its planned and unplanned outcomes, or both" (p.2).

Evaluation is a requirement of most specially funded educational programs. "Assessments must continue as the program operates so that changes can be made to account for new developments and to improve outcomes. Such evaluation data can then be used to support requests for funding the program's continuation" (Flannery, 1998, p.1). Wilde and Sockey (1995) describe six specific capabilities of program evaluation:

1. To contribute to decisions about program development and implementation

2. To contribute to decisions about program continuation, expansion, or "certification"

3. To contribute to decisions about program modification

4. To obtain evidence to rally support for a program

5. To obtain evidence to rally opposition for a program

6. To contribute to the understanding of basic psychological, social, and other processes (p.4).

Approaches to Evaluation

Various approaches can be used for the purposes of evaluation. Qualitative evaluation is the approach to evaluation that is primarily descriptive and interpretative (Wilde & Sockey, 1995). Quantitative evaluation is the approach involving the use of numerical measurement and data analysis based on statistical methods (Wilde & Sockey, 1995). Generally speaking, qualitative techniques can show why something is happening while quantitative can show what is happening.

The most common qualitative methods in evaluation are observations, in-depth interviews, and focus groups (Frechtling & Sharp, 1997). Some other less common qualitative methods used in evaluation are document studies, key informants, alternative assessment, and case studies (Frechtling & Sharp, 1997).

The three broad quantitative research designs are: non-experimental designs, experimental designs, and quasi-experimental designs (Valdez, 1995).

Mixed-method evaluations combine both qualitative and quantitative methods and can provide a more comprehensive understanding of the findings (Frechtling & Sharp, 1997). "Using multiple methods enhance the overall evaluation design because the weakness of one particular design can be off-set by the strengths of another design" (Wilde & Stockey, 1995, p. 8).

Carl Wisler (1991) identified the following four major evaluation strategies: Sample survey, case study, field experiment, and use of available data. Evaluation designs generally fall

into one of four types: experimental, quasi-experimental, survey, or naturalistic (Wilde &
Stockey, 1995).

Objectives-oriented evaluation, sometimes called goals-oriented evaluation, is the
approach most typically used in education (Wilde & Stockey, 1995). The program staff creates
generally stated goals. Within each goal the staff must then create concrete, behaviorally defined
objectives. The success of the program is determined by whether the objectives have been met
(Wilde & Stockey, 1995). The utility of the goals is not measured, nor are the outcomes that
weren't stated as objectives at the beginning of the program (Wilde & Stockey, 1995).

Regardless of the approach used for evaluation there are two main functions they serve.
The first is to improve and develop an ongoing program, which is called formative evaluation.
The second is used at the end of the program to determine whether the program should be
continued, and is called summative evaluation.

The Need for Prevention Programs Targeted at Youth

The body of research on delinquency and crime has identified a number of factors that
can be grouped into the following major categories: the family, the community, the school, the
individual, and the peer group (Steiner, 1994). Some of the specific risk factors that Steiner
(1994) identifies include: "child abuse and family disintegration, economic and social
deprivation, low neighborhood attachment, parental attitudes condoning law violating behavior,
academic failure, truancy, school dropout, lack of bonding with society, fighting with peers, and
early initiation of problem behaviors" (p.2). Steiner believes the more risk factors a child is
exposed to, the likelier they will become violent.

Steiner describes the model developed by David Hawkins and Richard Catalono that identified risk factors that contribute to juvenile delinquency (Steiner, 1994). The goal of the "Communities that Care" model is to identify risk factors then develop strategies to address them, including enhancing the protective factors for children to resist the effect of the risk factors (Steiner, 1994).

Characteristics of a Successful Prevention Program for Youth

Garry (1999) describes nine program principles, identified by the American Youth Policy Forum, that lead to positive outcomes for young people. The principles are the following:

1. Quality of implementation

2. Caring, knowledgeable adults

3. High standards and expectations

4. Parent/guardian participation

5. Community involvement

6. Holistic approaches

7. Youth as resources/community service and service learning

8. Work-based learning

9. Long-term services, support, and follow-up

   (p. 1.)

The Centre for Addiction and Mental Health (CAMH) in Ontario, Canada have researched drug and alcohol prevention programs and identified features they consider to be associated with positive results ("Alcohol and Drug," n.d.).

The CAMH Best Advice Paper (n.d.) entitled "Alcohol and Drug Prevention Programs for Youth: What Works?" recommends the following:

- The prevention program should be ongoing kindergarten through twelfth grade, especially intense just prior to average age of first use

- Different approaches should be used for various subgroups

- Programs should involve students in curriculum planning and implementation

- Programs should discuss the reasons people use drugs and present alternatives to substance use

- Programs should present factual material, honestly

- Discuss and correct perceptions regarding occasional use

- Provide a tolerant atmosphere with open dialogue

- Emphasize active learning and use interactive delivery methods

- Program leaders should be people the students trust

  (p.5)

"For school-based programs to have the greatest impact it is also important that anything taught in the school be reinforced in the community by parents, the media, and health policies" ("Alcohol and Drug," n.d., p. 6).

According to Flannery (1998) the interventions shown to be universally successful in violence prevention contain these qualities:

- Instituted early, are developmentally appropriate, comprehensive, and long-term

- Develop student social competence

- Improve the school climate through good organization and increased student, staff, and parent attachment and participation

- Take into account the impact of violence and victimization by violence

- Integrate violence-related issues into teacher training

- Have a comprehensive evaluation program

  (p.6)

Dusenbury, Falco, Lake, Brannigan, and Bosworth (1997) reviewed the literature on violence prevention and interviewed 15 experts in the field to identify approaches to school-based violence prevention programs that are most promising. Dusenbury et al. (1997) selected the following nine critical elements:

1. A comprehensive, multifaceted approach that includes family, peer, media, and community components was viewed by experts as critically important

2. Programs should begin in the primary grades and be reinforced across grade levels

3. Developmentally tailored interventions are important

4. Programs content should promote personal and social competencies

5. Interactive techniques such as group work, cooperative learning, discussions, and role play or behavioral rehearsal facilitate the development of personal and social skills

6. Ethnic identity/culturally sensitive material should be matched with the characteristics of the target population

7. Staff development/teacher training ensures that a program will be implemented as intended by the program developers

8. Activities designed to promote a positive school climate or culture should be elements of effective classroom management strategies promoting good discipline, because positive control in the classrooms essential to effective implementation of violence prevention programs

9. Activities should be designed to foster norms against violence, aggression, and bullying

(p.410)

Garry (1999), Dusenbury et al. (1997), Flannery (1998), and the CAMH (n.d.); highlight many of the same characteristics for successful drug, alcohol, and violence prevention programming. The majority of the authors cite the importance of starting early, having the program be comprehensive and developmentally appropriate, and long-term.

Chapter 3

Design of the Study

In order to determine whether FAST meets its goals, a focus group questionnaire was implemented, program evaluations were compiled, and the pre and post results of the Parent Questionnaire, Teacher Questionnaire, and the Child Behavior Questionnaire were analyzed. Former adult FAST graduates were asked to participate in the Focus Group portion of the study. The program evaluations and the three questionnaires were previously completed prior to the study. This chapter will include discussion related to the population, the selection of the sample, and the measures used.

The Population

The Rice Lake Area School District is located in rural Northwestern Wisconsin, approximately one hour North of Eau Claire, Wisconsin. The population of Rice Lake is approximately 9,000. Total student population of the school district during 2001-2002 is 2, 691 with the population expected to continually decline over the next eight years. In 1999, the K-5 population was 1,084; spread amongst 5 elementary schools. The district also has a middle school, high school, alternative school, and a school serving the needs of students with severe disabilities. It is the portion of elementary students involved with FAST, along with their parents and teachers, which will be the focus of this study.

Development of the Survey Instrument

The survey instruments were a combination of questionnaires (see Appendix A) and Program Evaluation Forms (see Appendix B). Three of the questionnaires (Child Behavior Questionnaire, Parent Questionnaire, and Teacher Questionnaire) were used by the Rice Lake FAST program and came directly from the FAST organization. This researcher and Patti Buck, the program coordinator, developed the Focus Group Questionnaire. Patti Buck and Bonnie Johnson developed the Program Evaluation Forms. Evidence of validity or reliability is not available for any of the instruments used in this study.

Sample Selection

For the purpose of this study, all previously completed Teacher Questionnaires, Parent Questionnaires, Child Behavior Questionnaires, and Program Evaluation Forms from 1996-2002 that could be located were selected to be used.

The focus group was selected by the program coordinator and this researcher to represent a variety of former and current participants. Nine former and present adult participants, representing 6 families, were invited to attend. The families represented both single-parent and two-parent households, poverty-middle class incomes, high school-college education, and both currently unemployed and employed. Four of the participants, representing two families, did not attend. The focus group consisted of 5 adult FAST participants, and two facilitators, Patti Buck, and this researcher.

Research Procedures

Starting the first week of March, 2002, the focus group was planned and the Focus Group Questionnaire was developed. On or about March 10, 2002, invitations for the March 21, 2002 Parent Focus Group were sent to the 9 selected participants requesting they respond by a phone call to the program coordinator.

During the second half of April, 2002, previously completed Teacher Questionnaires, Parent Questionnaires, and Child Behavior Questionnaires, and Program Evaluation Forms were located and compiled. The questionnaires were retyped, removing the participant's name and replacing it with a code, and organized into pairs of pre-and-post results. The Program Evaluation Forms did not contain names of participants and were compiled.

Limitations

Relying on past results limits the ability to obtain pre-and-post results for every participant. What is missing, is simply missing, and cannot be replaced. There is no ability to choose a different form or test the form to find items that should be eliminated or added. When working with past results it is impossible to administer the questionnaires to a control group for comparison.

The Parent Focus Group was not selected randomly nor did it include parents who may have disliked FAST and discontinued participation before graduation from the program. The Child Behavior and Teacher Questionnaires do not instruct parents and teachers to rate children's behavior over a certain period of time, just to rate it. The parents and teachers may be just thinking about the child's behavior on the day they are completing the questionnaire, not how the child behaves most often in the last week or month. Parents and teachers may become distracted

and fixated on an incident that happened at home or in the classroom that could affect their rating. A parent's mood and experiences on the day they complete the Parent Questionnaire could affect their responses. There are no instructions other than to rate their feelings. Responses to any of the 11 questions could vary day-to-day, or week-to-week.

The instructions on the FAST Focus Group Questionnaire were not specific enough, either. Parents are instructed to "check the answer that best describes your thoughts and feelings", but not instructed to think back to when they were attending FAST or to rate according to how they feel at the present time. It could be interpreted both ways with the absence of specific directions.

Chapter 4

Results and Findings

This chapter contains the results and findings of the Child Questionnaire, Teacher Questionnaire, Parent Questionnaire, Focus Group Questionnaire, and the Program Evaluation Forms for FAST and FAST Step 2. Included are the pre-and-post mean scores for the Child Behavior (see Table 1), Teacher (see Table 3), and Parent (see Table 5) Questionnaires, as well as the t-test results (Tables 2, 4, and 6).

Data Analysis

This section will be a discussion of the data generated from all four of the questionnaires (see Appendix A for instruments used) and the two program evaluations (see Appendix B for instruments used).

The Child Behavior Questionnaire contains 11 questions for parents to complete that rate the child's behavior on a likert scale from occurring never (1), seldom (2), sometimes (3), often (4), or always (5). All questions are negative in nature, so that the higher the rating, the more often the negative behavior is observed by the parent.

The pre-and-post results of the Child Behavior Questionnaire was statistically analyzed generating mean, standard deviation, and standard error mean scores for the 50 paired samples (see Appendix C). The pre-test mean scores for all of the 11 questions were higher than the post-test scores. A Dependent two-tailed t-test was performed on the paired samples, which produced statistically significant results at the p<.05 level for 10 of the 11 pairs (see Appendix D). Two pairs were at the p<.05 level, four pairs were at the p<.01 level, and four pairs were at the p<.001 level. Just one pair (question #8) did not generate significant results. Question #8, "Seems

afraid to try new things," is much different than the other 10 questions on the Child Behavior Questionnaire. The other 10 questions are related to behavior, asking parents to determine how often they observe a behavior. Question #8 is asking parents to interpret whether or not their child feels afraid to try something new.

The Teacher Questionnaire contains 12 questions for teachers to complete that rate the child's behavior on a likert scale from occurring never (1), seldom (2), sometimes (3), often (4), or always (5). All questions are negative in nature, so that the higher the rating, the more often the negative behavior is observed by the teacher.

The pre-and-post results for the Teacher Questionnaire was statistically analyzed to generate the mean, standard deviation, and standard error mean for the 41 paired samples (see Appendix E). A Dependent two-tailed t-test was performed on the paired samples, which produced statistically significant results at the $p<.05$ level for just 2 of the 12 pairs (see Appendix F). Three of the pairs (#1, #8, and #10) came close with a level of .067, .070, and .062, respectively. The two questions which produced significant results at the $p<.05$ level were question #3 "This student does not have many friends" and question #7 "This student does not cooperate with teacher."

The Parent Questionnaire contains 11 questions for parents to complete that rate their feelings and perceptions toward their child and their child's school, and the parent-child relationship on a likert scale from occurring never (1), seldom (2), sometimes (3), often (4), or always (5). All questions are negative in nature, so that the higher the rating, the more often the negative feelings or perceptions occur for the parent.

The pre-and-post results of the Parent Questionnaire was statistically analyzed generating mean, standard deviation, and standard error mean scores for the 38 paired samples (see

Appendix G). A Dependent two-tailed t-test was performed on the paired samples, which

produced statistically significant results at the p<.05 level for only 1 of the 11 pairs (see

Appendix H). The pair that resulted in significant results was question # 2 "I am uncomfortable

visiting school." Question # 1 "I am uncomfortable talking with my child's teacher" came close

to significance (.098).

The Focus Group Questionnaire contains 32 questions (see Appendix A). Ten of the

questions ask parents to rate FAST activities and staff as not helpful, somewhat helpful, or very

helpful. Ten questions are open-ended and ask parents to give feedback regarding what the

parents learned, what changes they observed in self, child, and family, what could be done to

improve the program, and whether or not they do more family-oriented activities as a result of

FAST. Twelve questions are in a yes/no format related to feelings, communication, school,

conflict resolution, child behavior, and activities.

The five participants of the Parent Focus Group (see Figure 1) rated 8 out of 10 items on

the questionnaire as Very Helpful. Two of the ten items (Scribbles and Special Play) were rated

as Somewhat Helpful.

Figure 1

	Not Helpful	Somewhat Helpful	Very Helpful
1. The FAST Home Visits were…			**5/5**
2. The FAST Family Meetings were…			**5/5**
3. Feeling Cards			**5/5**
4. Scribbles		**3/5**	**2/5**
5. Meal Time			**5/5**
6. Special Play		**2/5**	**3/5**
7. The Parent Support/Information Time			**5/5**
8. The Monthly Support Activities were…			**5/5**
9. The Home/School Coordinator was...			**5/5**
10. The FAST Staff were…			**5/5**

Additional comments for questions 1-10 were added by the participants and they are reported by question number as follows:

1. Patti (Buck) was very flexible

2. Great to spend time with family

7. Learned a lot

10. Very helpful and understanding, great with kids, very wonderful and helpful, very

    thoughtful

The results for open-ended questions (11-18) are the following:

11. What could be done differently to make FAST better?

- Nothing, they did a great job

- I don't think there is enough awareness within the district about FAST, maybe an article in

  the "Bridges" insert of the Chronotype

- The program was very informative and well organized. All of the staff members put their

  hearts into their job; I wouldn't know how to make it better

- We could have more time in each meeting and session. We could also benefit from more

  activities for families to be together

12. What did you learn?

- How to handle my children in all different ways

- To be more patient with the kids. Anger management, different ways of communicating with

  the kids, to have them listen, behave, share, and be kind

- How to communicate better with my children. Learn to listen to them more. Spend more

  quality time together

- How to better handle stress in work and family situations and how to communicate better with the same

- I learned a lot about the way my children learn. I learned a lot of ways to deal with my anger and my feelings. I feel more comfortable now expressing my feelings. I learned how important it is to work hard, and learned how to work hard to get a good family bond

13. <u>Are you still using any of the skills or techniques that you learned? If you stopped using them, what was the primary reason?</u>

- Yes (2)

- Our family still uses the techniques we learned in our daily lives

- I am still using them

- I always find myself using techniques I learned in the program

14. <u>What changes in your family have been made as a result of participating in FAST?</u>

- We communicate much better, we get along much better. We spend more quality time together. Our schedules are much more concrete and easier to follow

- Open communication, great discipline techniques for the children, enjoyable family times

- I am a lot closer to my children now. My children willing and openly come to me to talk

- Spending more quality time together, really listening to each other and each other's needs

- We're closer

15. <u>What topics covered in the Parent Education/Information sessions were most helpful to you?</u>

- Anger management (4)

- Communication

- ADHD

- Resolving conflict

- Child discipline (2)

- Writing in the journals

- Sharing experiences with other people and getting feedback

- Really learning how to listen to your children and validate their feelings

- Learning how to spend more quality time together

16. Do you see any lasting effects on your children as a result of their participation in FAST?

- Yes (2)

- Yes. They are able to express their feelings better than I ever did at their age, probably just as good as I do now. They learned these things in FAST through activities, etc...

- 8-year-old much more outgoing, 3-year-old is communicating with words, not tantrums

- Getting to know other children and making friends

17. FAST is a prevention program and one of its goals is to provide a safe and fun place, free of alcohol or other drugs, for families. Do you think we succeeded in this goal?

- Yes, very much. With my husband working nights, it was a chance for me and my three girls to get out as a family and do fun things. We all enjoyed it so much and look forward to doing it in the future

- Very much so

- Yes (3)

18. **Are you doing more of these types of activities as a result of participating in FAST?**

- Yes. Spending more family time together. Playing games, going to parks

- Yes (2)

- Yes, twice a month

- Yes, we try to have a night out just us girls having fun

  The majority of the Focus Group reported positive responses (answering yes) for questions

  19-30 (see Figure 2).

Figure 2

	YES	NO
19. Did *your* involvement in FAST positively impact or increase your self-esteem?	**5/5**	
20. Did your ***child's*** involvement in FAST positively impact his or her self-esteem?	**5/5**	
21. Did you notice an improvement in your ***child's*** behavior at home as a result of your family participating in FAST?	**5/5**	
22. Did your child make any improvements at school that were due to his or her involvement in FAST?	**5/5**	
23. Are you more involved in activities at your child's school?	**5/5**	
24. Do you communicate more with staff at your child's school?	**4/5**	**1/5**
25. Do you feel more comfortable with your child's teachers?	**5/5**	
26. Are you more involved with your child's schoolwork *i.e. Do you read with them, help with their homework, check daily folders?*	**5/5**	
27. Did you participate in the **STEP 2** portion of FAST that dealt with anger management and conflict resolution?	**5/5**	
IF YOU ANSWERED **YES** TO **#27** PLEASE CONTINUE		
28. Did **Step 2** help you resolve conflict and manage anger?	**5/5**	
	YES	NO
29. Does your child talk more readily about his or her feelings?	**5/5**	
30. Do you feel more comfortable expressing your own feelings?	**5/5**	

The additional comments from questions 19-30 are reported as follows:

20. More outgoing

21. Better behaved

24. Almost daily

26. Every night (2)

28. Help us through a rough time in our family

29. Much more easily

30. Husband and I express our feelings a lot now, daily. We communicate much better now

31. <u>What was the most helpful aspect of Step 2 for you and your family?</u>

- Being able to manage my anger

- Parent sessions, anger management, communication

- Sharing our feelings and listening to each other

- How to resolve sibling conflict better

- We deal with anger in a healthy manner; we can solve problems together without arguing and getting upset

32. <u>What would you change about Step 2 to make it better?</u>

- Having it be a longer program

- Spend more time doing an activity with family, more time for meeting

- Nothing

- I would have me and my child act out a situation from home and have the group show us ways to express the anger and come up with solutions

The Program Evaluation Forms for FAST and FAST Step 2 (see Appendix B) both contain 6 questions that ask the parents to rate program activities and staff as being Not Helpful,

Somewhat Helpful, or Very Helpful. The FAST activities differ from the FAST Step 2 activities.

Both forms ask a yes/no question about telling friends of the benefits of the program. Step 2

asks a yes/no question about knowing more about conflict resolution and anger management.

Both forms ask open-ended questions about what the participant learned and what they think

should be done to improve the program. The FAST form asks participants to describe their

experience with one word.

The Program Evaluation Forms (see Appendix B) from 1996-2002, which totaled 116

responses, were compiled and the percentage of participants who rated the meeting activities as

Very Helpful is reported (see Figure 3).

Figure 3

Percentage of Parent Participants Who Responded Very Helpful
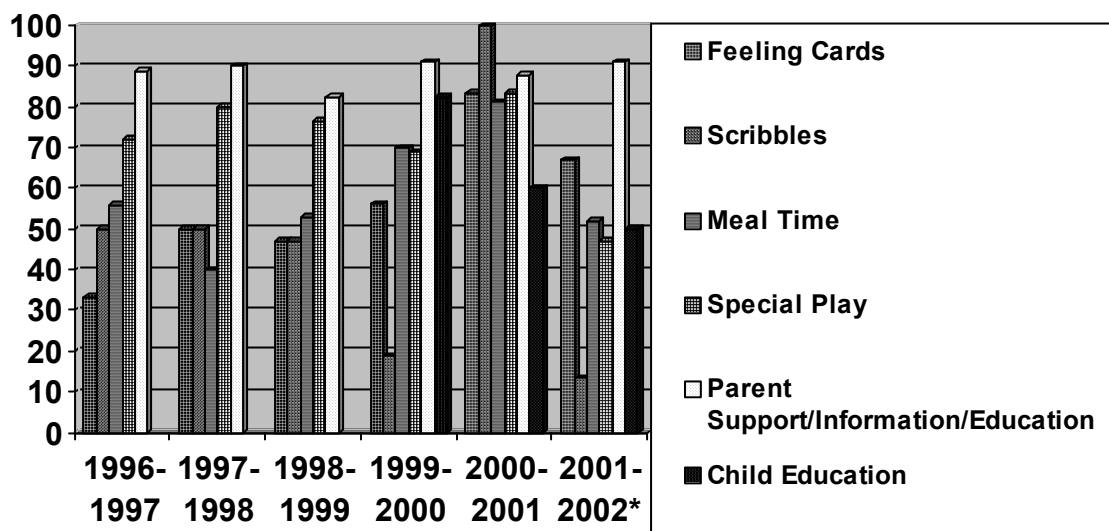
*Results are obtained from cycles 1, 2, and 3. Cycle 4 results are not available.

The percentage of parent participants who rated home visits, meetings, and staff as Very

Helpful is also reported (see Figure 4).

Figure 4

Percentage of Parent Participants Who Responded Very Helpful
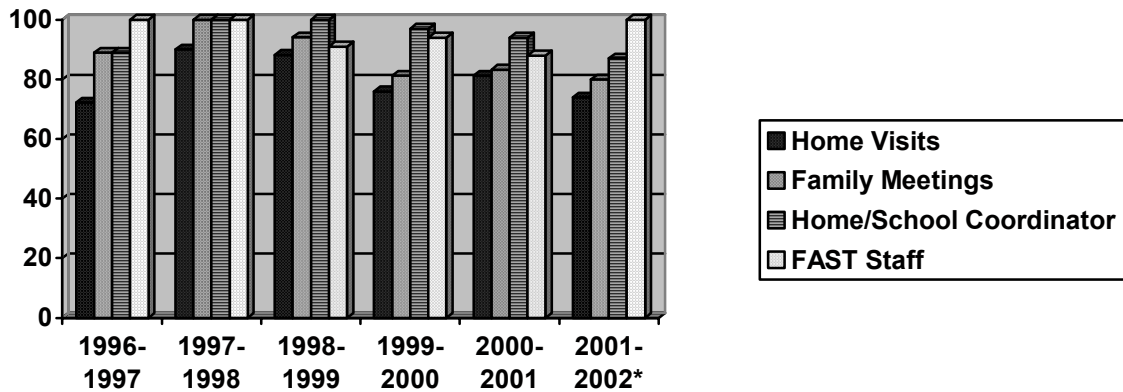
*Results are obtained from cycles 1, 2, and 3. Cycle 4 results are not available.

For the purposes of the evaluation, the participant responses to the open-ended questions on the Program Evaluation Forms will be reported in a condensed form. A sampling of the responses will be used. Many of the responses appeared multiple times, but will be reported just once.

Overall, participants reported they **learned** the following:

- Patience

- How their children feel

- They are not the only one with problems

- There are people who care

- How to change children's unwanted behavior

- How to have fun and relax

- How to control temper

- Better discipline skills

- Using "I feel" statements in communication

- Importance of consistency

- How to be more assertive with child

- There are a lot of helpful programs and people to turn to

Participants reported the **changes** they will make include:

- Spend more quality time together

- Use redirection to change behavior

- More positive reinforcement

- Slow down and help out others

- Deal with problems

- Listen to children and help resolve conflicts

- Be more assertive

- Listen to children and understand their needs

- Make one night just for family time

- Keep using "1,2,3 Magic"

- Be more patient

- Take time for self

- No more yelling

- Be more consistent, set house rules

Participants (not everyone responded) would **improve** FAST in the following ways:

- More parent/child interaction at meetings

- More time for parent support/information time

- Continue to discuss individual problems with everyone involved working to solve the problem

- Discuss topics more in-depth

- Longer than 8 weeks

- Start and end with a Saturday session

The **one word** participants would use **to describe FAST** is:

- Fun

- Elevator

- Good

- Helpful

- Wonderful

- Satisfying

- Great

- Relax

- Eye-opening

- Informative

- Great

- Fantastic

- An experience

- Beneficial

- Supportive

- Super

- Enlightening

- Inspirational

- Interesting

- Love

- Together

- Awesome

The results of the Program Evaluations indicate that 74-100% of parent participants rated FAST staff, program coordinator, meetings, and home visits as Very Helpful. The individual program activities were generally rated much lower. In 1996 just 33% of participants contrasted with 83% in 2000, rated Feeling Cards as Very Helpful. In 2000, 100% of participants rated Scribbles as Very Helpful, with just 18% doing so the year before in 1999. Special Play ranged from 69-83%, Meal Time 42-81%, Child Education 60-82%, and Parent Support/Information/Education 82-91%.

Suggested improvements to the program indicate that many of the parent participants would have liked to spend more time in parent support/information/education sessions, would have liked to have longer family meetings, and have the program last longer than 8 weeks. Some parents would have liked more time for parent and child to interact and more time to solve individual problems.

Chapter 5

Summary, Conclusions, and Recommendations

<u>Summary</u>

The major purposes of this study were to determine if FAST program goals are being met, to determine the level of helpfulness that specific FAST activities provided adult participants, to determine what changes past adult participants think should take place in the program, to determine whether child's undesirable behavior as reported by parents significantly decreased after participation in the program, to determine whether child's undesirable behavior as reported by teachers significantly decreased after participation in the program, and to determine if parents' answers on the Parent Questionnaire differed significantly from pre-program to post-program

Data was gathered from previously completed Child, Parent, and Teacher Questionnaires and statistically analyzed using a dependent two-tailed t-test; responses to previously completed Program Evaluations were compiled; and the responses to the Focus Group Questionnaire were also compiled.

<u>Conclusions</u>

Most of the Rice Lake FAST objectives for the program are stated as general goals, not specific, behaviorally defined objectives. The results of the study show that the program is meeting its goals. The parents who completed the Focus Group Questionnaire rated the program highly and could state specifically, what they learned, what changes they will make as a result of FAST, what topics covered were most helpful, and what lasting effects they see in their children. Five out of five parents said FAST positively impacted their self-esteem, their child's self-

esteem, and their child's behavior. Four out of five said they communicated more with staff at their child's school. Five out of five said they were more comfortable with their child's teacher, more involved with their child's homework, more involved with activities at child's school, and that child has made improvements at school as a result of FAST. Five out of five parents said Step 2 helped them to resolve conflict and manage anger and that they and their children are more comfortable expressing feelings.

Results from the Program Evaluation Forms indicate that 74-100% of parents find the program's home visits, family meetings, and staff as Very Helpful. Ratings for some of the specific activities, like Feeling Cards and Scribbles, drastically changed from one year to the next. Parents did not rate the Child Education portion of the program as highly as the parent information/support/ education portion. Parents could specifically state, with positive responses, what they learned, what changes they will make, and what one word describes the program. Most of the improvements to the program that parents suggested included making the program longer, with more family time and time for parents to receive support and information.

The responses from the Focus Group Questionnaire and the Program Evaluations indicate that overall parents are highly satisfied with the Rice Lake FAST program.

The statistically significant results obtained from comparing the pre-and-post results from the Child Behavior Questionnaire indicate that parents observe a decrease in their child's undesirable behavior from pre-program to post-program. All but 1 of the 11 questions, "seems afraid to try new things" resulted in statistical significance, and the question is more about a child's personality than their behavior. If a child is shy and introverted, it is highly unlikely that any 8-week program would change the child into a more outgoing and extroverted child.

Two of the twelve questions on the Teacher Questionnaire had statistically significant results and three came close. The two with significance were "This student does not have many friends and "This student does not cooperate with teacher." There are several possible reasons that teachers did not observe a significant decrease in undesirable behavior from pre-program to post-program for most of the items. One possible reason is that no change occurred or undesirable behavior actually increased. A second possible reason is that teachers may interpret a child's behavior differently than their parents do and have a lower tolerance for it. A third possibility is that FAST works with parents and their children together, to make changes. FAST does not work with teachers and the child in the same way. Teachers may meet with the FAST coordinator to discuss children, but it is not nearly in the same manner for which it occurs for parents.

The Parent Questionnaire generated statistically significant results for just 1 of the 11 questions, " I am uncomfortable visiting school." The questions on the Parent Questionnaire deal with the parent and his or her feelings about self, child, and child's school. It is possible that the program does not address the issues to the extent of making a significant difference from pre-program to post-program.

The results from the Child Behavior Questionnaire are very promising and indicate that positive changes are made in the child's behavior as observed by the parent. The results from the Teacher Questionnaire and the Parent Questionnaire are far less promising, but indicate some significant changes are made. The results from the Program Evaluations and the Focus Group Questionnaire indicate that parents gain useful knowledge and skills that they can apply to their own life, including spending more time together as a family, listening to one another, and controlling anger better.

Recommendations

The following recommendations have derived from this study:

- The research findings should be presented to the Rice Lake Area School District

- An evaluation plan be developed simultaneously with program planning and evaluation methods selected before the start of any program

- Specific, behaviorally-defined objectives be developed so that the school district, program staff, school staff, and families know the purposes of the program

- Develop new questionnaires that measure outcomes related to program objectives OR use questionnaires that have been tested to be valid and reliable for use in the program

- Include children participants in the evaluation process by allowing them to participate in a discussion group that gives them the opportunity to share their likes, dislikes, and recommendations for the program

- Use focus groups consisting of community members, school staff, and parents to plan and evaluate programs

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Appendix A

Child Behavior Questionnaire (A1), Parent Questionnaire (A2),

Teacher Questionnaire (A3),

and Focus Group Questionnaire (A4)

FAST
Families And Schools Together

CHILD BEHAVIOR QUESTIONNAIRE

Date_____

Child's Name _____   Parent's Name_____

Please circle the number that best describes your child's behavior using the scale provided.

	never	seldom	sometimes	often	always
1. Fights with others	1	2	3	4	5
2. Threatens or bullies others	1	2	3	4	5
3. Argues with others	1	2	3	4	5
4. Talks back to parents	1	2	3	4	5
5. Has temper tantrums	1	2	3	4	5
6. Gets angry easily	1	2	3	4	5
7. Acts sad or depressed	1	2	3	4	5
8. Seems afraid to try new things	1	2	3	4	5
9. Wants to stay home from school	1	2	3	4	5
10. Has trouble doing homework	1	2	3	4	5
11. Cries easily	1	2	3	4	5

A1

F.A.S.T.
Families And Schools Together

PARENT QUESTIONNAIRE

Date_____

Child's Name _____   Parent's Name_____

Please circle the number that best describes your feelings about the following situations, using the scale provided.

	never	seldom	sometimes	often	always
1. I am uncomfortable talking with my child's teacher.	1	2	3	4	5
2. I am uncomfortable visiting school.	1	2	3	4	5
3. It is difficult for me to share problems with teachers.	1	2	3	4	5
4. I do not know who to talk to at school when there is a problem.	1	2	3	4	5
5. I do not know how to have fun with my child.	1	2	3	4	5
6. I do not know how to talk to my child.	1	2	3	4	5
7. It is hard to get my child to do something when I ask.	1	2	3	4	5
8. My child and I fight alot.	1	2	3	4	5
9. My child does not listen to me.	1	2	3	4	5
10. I don't know how my child feels.	1	2	3	4	5
11. I am unhappy.	1	2	3	4	5

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A2

F.A.S.T.
Families And Schools Together

TEACHER QUESTIONNAIRE

Date _____

Child's Name _____ Parent's Name _____

Teacher's Name_____ School _____

Please circle the number that best describes your observations of this child's behavior, using the scale provided.

	never	seldom	sometimes	often	always
1. Disturbs other children	1	2	3	4	5
2. Does not cooperate with peers	1	2	3	4	5
3. Does not have many friends	1	2	3	4	5
4. Has difficulty taking turns	1	2	3	4	5
5. Argues with others	1	2	3	4	5
6. Has difficulty being truthful	1	2	3	4	5
7. Does not cooperate with teacher	1	2	3	4	5
8. Has difficulty completing work	1	2	3	4	5
9. Lacks organizational skills	1	2	3	4	5
10. Is late or absent	1	2	3	4	5
11. Cries easily	1	2	3	4	5
12. Seems depressed or sad	1	2	3	4	5

A3

FAST Focus Group Questionnaire

Please take a moment to share your thoughts about your experience with FAST. Your honest opinions are greatly needed and appreciated in the process of improving the program.

Please check the answer that best describes your thoughts and feelings. The options for questions 1-10 are NOT helpful, SOMEWHAT helpful, or VERY helpful.

	NOT HELPFUL	**SOMEWHAT** HELPFUL	**VERY** HELPFUL
1. The FAST Home Visits were…			
2. The FAST Family Meetings were…			
3. Feeling Cards			
4. Scribbles			
5. Meal Time			
6. Special Play			
7. The Parent Support/Information Time			
8. The Monthly Support Activities were…			
9. The Home/School Coordinator was...			
10. The FAST Staff were…			

11. What could be done differently to make FAST better?

12. What did you learn?

A4

13. Are you still using any of the skills or techniques that you learned? If you stopped using them, what was the primary reason?

14. What changes in your family have been made as a result of participating in FAST?

15. What topics covered in the Parent Education/Information sessions were most helpful to you?

16. Do you see any lasting effects on your children as a result of their participation in FAST?

17. FAST is a prevention program and one of its goals is to provide a safe and fun place, free of alcohol or other drugs, for families. Do you think we succeeded in this goal?

18. Are you doing more of these types of activities as a result of participating in FAST?

Please answer YES or NO to the following questions:

	YES	NO
19. Did *your* involvement in FAST positively impact or increase your self-esteem?		
20. Did your ***child's*** involvement in FAST positively impact his or her self-esteem?		
21. Did you notice an improvement in your ***child's*** behavior at home as a result of your family participating in FAST?		
22. Did your child make any improvements at school that were due to his or her involvement in FAST?		
23. Are you more involved in activities at your child's school?		
24. Do you communicate more with staff at your child's school?		
25. Do you feel more comfortable with your child's teachers?		
26. Are you more involved with your child's schoolwork *i.e. Do you read with them, help with their homework, check daily folders?*		
27. Did you participate in the **STEP 2** portion of FAST that dealt with anger management and conflict resolution?		
IF YOU ANSWERED **YES** TO **#27** PLEASE CONTINUE		
28. Did **Step 2** help you resolve conflict and manage anger?		
29. Does your child talk more readily about his or her feelings?		
30. Do you feel more comfortable expressing your own feelings?		

31. What was the most helpful aspect of **Step 2** for you and your family?

32. What would you change about **Step 2** to make it better?

Appendix B

Program Evaluation Forms

FAST (B1) and FAST Step2 (B2)

Please take a moment to evaluate the FAST Program. You are the most qualified to do this because you have been so actively involved in this school-family program. Your thoughtful and honest input is greatly appreciated as we strive to improve the program.

<u>Please check the answer that best describes your thoughts and feelings.</u>

	Not Helpful	Somewhat Helpful	Very Helpful
1. The FAST Home Visits were...	_____	_____	_____
2. The FAST Family Meetings were....	_____	_____	_____

3. Specifically, what parts of the Family Meetings were of benefit to you and your family? * PLEASE CIRCLE THE ONE ACTIVITY THAT WAS MOST HELPFUL. *

	Not Helpful	Somewhat Helpful	Very Helpful
a. Feeling Cards	_____	_____	_____
b. Scribbles	_____	_____	_____
c. Meal Time	_____	_____	_____
d. Special Play	_____	_____	_____
e. Parent Support and Info Time	_____	_____	_____
4. The monthly support activities were...	_____	_____	_____
5. The Home/School Coordinator was...	_____	_____	_____
6. The FAST Staff were...	_____	_____	_____

7. Would you tell your friends about the benefits of being involved in the FAST Program? _____Yes _____No

8. What did you learn from participating in the FAST Program?
_____
_____

9. What change(s) will you make for your family and/or yourself as a result of participating in the FAST Program? _____
_____

10. If you could change one (or more) thing to improve the FAST Program, what would it be? _____

11. What <u>one</u> word best describes your experience of the FAST Program?_____

Thank you for helping us make future FAST Programs better!

Please take a moment to evaluate the FAST Second Step Program. Your thoughtful and honest input is greatly appreciated as we strive to improve the program.

Please check the answer that best describes your thoughts and feelings about each item. The options for questions 1-6 are not helpful, somewhat helpful, or very helpful

	Not Helpful	Somewhat Helpful	Very Helpful
1. The FAST Home Visits were...	_____	_____	_____
2. The FAST Family Games were....	_____	_____	_____

3. Please rate the activities at the Family Meetings:

	Not Helpful	Somewhat Helpful	Very Helpful
a. Meal Time	_____	_____	_____
b. Parent Educational Session	_____	_____	_____
c. Children's Educational Sessions	_____	_____	_____
d. Ring Binder with handouts	_____	_____	_____
e. Journals	_____	_____	_____
4. The Home/School Coordinator was...	_____	_____	_____
6. The FAST Staff were...	_____	_____	_____

7. Would you tell your friends about the benefits of being involved in the FAST Second Step Program? _____Yes _____No

8. Do you know more about anger management and conflict resolution?____Yes ____No

9. Please list 2 things you learned from participating in this program.

_____

_____

10. What change(s) will you make for your family and/or yourself as a result of participating in the FAST Second Step Program? _____

_____

11. How could we improve the FAST Second Step Program?

_____

12. Any other thoughts:_____

Thank you for helping us make future FAST Programs better!

Appendix C

Child Behavior Questionnaire Results

Pair	Question	Mean	N	SD	SE Mean
1	(PRE) Fights with others	3.20	50	.81	.11
	(POST) Fights with others	2.76	50	.85	.12
2	(PRE) Threatens or bullies others	2.48	50	1.13	.16
	(POST) Threatens or bullies others	2.18	50	.98	.14
3	(PRE) Argues with others	3.36	50	.85	.12
	(POST) Argues with others	2.98	50	1.00	.14
4	(PRE) Talks back to parents	3.36	50	.94	.13
	(POST) Talks back to parents	2.94	50	.87	.12
5	(PRE) Has temper tantrums	3.24	50	1.12	.16
	(POST) Has temper tantrums	2.54	50	1.01	.14
6	(PRE) Gets angry easily	3.30	50	.95	.13
	(POST) Gets angry easily	2.88	50	1.00	.14
7	(PRE) Acts sad or depressed	2.80	50	.88	.12
	(POST) Acts sad or depressed	2.38	50	.90	.13
8	(PRE) Seems afraid to try new things	2.54	50	1.18	.17
	(POST) Seems afraid to try new things	2.30	50	.91	.13
9	(PRE) Wants to stay home from school	2.14	50	1.21	.17
	(POST) Wants to stay home from school	1.82	50	.94	.13
10	(PRE) Has trouble doing homework	2.55	49	1.26	.18
	(POST) Has trouble doing homework	2.22	49	1.12	.16
11	(PRE) Cries easily	3.36	47	.92	.13
	(POST) Cries easily	2.72	47	.95	.14

Appendix D

Child Behavior Questionnaire t-test Results

P a i r	Question	Me an	SD	SE Mean	95% Lower	95% Up- per	t	df	Sig. 2- tailed
					Paired Differences				
1	(PRE) Fights with others (POST) Fights with others	.44	.79	.11	.22	.66	3.955	49	.000
2	(PRE) Threatens or bullies others (POST) Threatens or bullies others	.30	1.02	.14	1.15 E-02	.59	2.090	49	.042
3	(PRE) Argues with others (POST) Argues with others	.38	.92	.13	.12	.64	2.910	49	.005
4	(PRE) Talks back to parents (POST) Talks back to parents	.42	.91	.13	.16	.68	3.280	49	.002
5	(PRE) Has temper tantrums (POST) Has temper tantrums	.70	.89	.13	.45	.95	5.584	49	.000
6	(PRE) Gets angry easily (POST) Gets angry easily	.42	.78	.11	.20	.64	3.784	49	.000
7	(PRE) Acts sad or depressed (POST) Acts sad or depressed	.42	.93	.13	.16	.68	3.201	49	.002
8	(PRE) Seems afraid to try new things (POST) Seems afraid to try new things	.24	1.02	.14	-5.03 E-02	.53	1.661	49	.103
9	(PRE) Wants to stay home from school (POST) Wants to stay home from school	.32	.71	.10	.12	.52	3.175	49	.003
1 0	(PRE) Has trouble doing homework (POST) Has trouble doing homework	.33	.94	.13	5.54 E-02	.60	2.421	48	.019
1 1	(PRE) Cries easily (POST) Cries easily	.64	.79	.12	.41	.87	5.525	46	.000

Appendix E

Teacher Questionnaire Results

Pair	Question	Mean	N	SD	SE Mean
1	(PRE) Disturbs other children	3.07	41	1.01	.16
	(POST) Disturbs other children	2.83	41	1.00	.16
2	(PRE) Does not cooperate with peers	2.61	41	1.02	.16
	(POST) Does not cooperate with peers	2.41	41	.81	.13
3	(PRE) Does not have many friends	2.93	41	1.21	.19
	(POST) Does not have many friends	2.63	41	1.13	.18
4	(PRE) Has difficulty taking turns	2.68	41	1.15	.18
	(POST) Has difficulty taking turns	2.49	41	.98	.15
5	(PRE) Argues with others	2.71	41	1.05	.16
	(POST) Argues with others	2.54	41	1.00	.16
6	(PRE) Has difficulty being truthful	2.29	41	1.01	.16
	(POST) Has difficulty being truthful	2.20	41	1.01	.16
7	(PRE) Does not cooperate with teacher	2.41	41	1.05	.16
	(POST) Does not cooperate with teacher	2.07	41	.88	.14
8	(PRE) Has difficulty completing work	3.44	41	1.12	.17
	(POST) Has difficulty completing work	3.15	41	1.06	.17
9	(PRE) Lacks organizational skills	3.37	41	1.02	.16
	(POST) Lacks organizational skills	3.12	41	1.00	.16
10	(PRE) Is Late or absent	1.78	41	1.04	.16
	(POST) Is Late or absent	2.05	41	1.05	.16
11	(PRE) Cries easily	1.90	41	1.00	.16
	(POST) Cries easily	2.00	41	1.10	.17
12	(PRE) Seems depressed or sad	2.49	41	1.27	.20
	(POST) Seems depressed or sad	2.39	41	1.22	.19

Appendix F

Teacher Questionnaire t-test Results

Pair	Question	Paired Differences					t	df	Sig. 2-tailed
		Mean	SD	SE Mean	95% Lower	95% Up-per			
1	(PRE) Disturbs other children (POST) Disturbs other children	.24	.83	.13	-1.81 E-02	.51	1.881	40	.067
2	(PRE) Does not cooperate with peers (POST) Does not cooperate with peers	.20	.87	.14	-8.02 E-02	.47	1.432	40	.160
3	(PRE) Does not have many friends (POST) Does not have many friends	.29	.87	.14	1.71 E-02	.57	2.147	40	.038
4	(PRE) Has difficulty taking turns (POST) Has difficulty taking turns	.20	.95	.15	-.11	.50	1.309	40	.198
5	(PRE) Argues with others (POST) Argues with others	.17	.92	.14	-.12	.46	1.189	40	.241
6	(PRE) Has difficulty being truthful (POST) Has difficulty being truthful	9.76 E-02	.83	.13	-.16	.36	.752	40	.457
7	(PRE) Does not cooperate with teacher (POST) Does not cooperate with teacher	.34	.91	.14	5.38 E-02	.63	2.399	40	.021
8	(PRE) Has difficulty completing work (POST) Has difficulty completing work	.29	1.01	.16	-2.49 E-02	.61	1.863	40	.070
9	(PRE) Lacks organizational skills (POST) Lacks organizational skills	.24	.97	.15	-6.20 E-02	.55	1.612	40	.115
10	(PRE) Is Late or absent (POST) Is Late or absent	-.27	.90	.14	-.55	1.42 E-02	-1.919	40	.062
11	(PRE) Cries easily (POST) Cries easily	-9.76 E-02	.74	.11	-.33	.13	-.850	40	.400
12	(PRE) Seems depressed or sad (POST) Seems depressed or sad	9.76E-02	.62	9.76 E-02	-9.96 E-02	.29	1.000	40	.323

Appendix G

Parent Questionnaire Results

Pair	Question	Mean	N	SD	SE Mean
1	(PRE) I am uncomfortable talking with my child's teacher	1.61	38	1.08	.18
	(POST) I am uncomfortable talking with my child's teacher	2.05	38	1.29	.21
2	(PRE) I am uncomfortable visiting school	1.29	38	.80	.13
	(POST) I am uncomfortable visiting school	1.95	38	1.39	.23
3	(PRE) I It is difficult for me to share problems with teachers	1.66	38	.94	.15
	(POST) It is difficult for me to share problems with teachers	1.82	38	.90	.15
4	(PRE) I do not know who to talk to at school when there is a problem	1.76	38	.91	.15
	(POST) I do not know who to talk to at school when there is a problem	1.89	38	1.01	.16
5	(PRE) I do not know how to have fun with my child	1.74	38	.89	.14
	(POST) I do not know how to have fun with my child	2.16	38	1.42	.23
6	(PRE) I do not know how to talk to my child	1.95	38	.96	.16
	(POST) I do not know how to talk to my child	2.11	38	.92	.15
7	(PRE) It is hard to get my child to do something when I ask	3.03	38	1.10	.18
	(POST) It is hard to get my child to do something when I ask	2.84	38	.82	.13
8	(PRE) My child and I fight a lot	2.42	38	.92	.15
	(POST) My child and I fight a lot	2.55	38	1.06	.17
9	(PRE) My child does not listen to me	3.11	38	.69	.11
	(POST) My child does not listen to me	2.92	38	.97	.16
10	(PRE) I don't know how my child feels	2.47	38	.89	.14
	(POST) I don't know how my child feels	2.50	38	.80	.13
11	(PRE) I am unhappy	2.58	38	.98	.16
	(POST) I am unhappy	2.63	38	.82	.13

Appendix H

Parent Questionnaire t-test Results

P a i r	Question	Mean	SD	SE Me an	95% Lower	95% Up-per	t	df	Sig. 2-tailed
		Paired Differences							
1	(PRE) Fights with others (POST) Fights with others	-.45	1.62	.26	-.98	8.59 E-02	-1.70	37	.098
2	(PRE) Threatens or bullies others (POST) Threatens or bullies others	-.66	1.62	.26	-1.19	-.13	-2.51	37	.017
3	(PRE) Argues with others (POST) Argues with others	-.16	1.13	.18	-.53	.21	-.863	37	.394
4	(PRE) Talks back to parents (POST) Talks back to parents	-.13	1.28	.21	-.55	.29	-.635	37	.529
5	(PRE) Has temper tantrums (POST) Has temper tantrums	-.42	1.80	.29	-1.01	.17	-1.44	37	.157
6	(PRE) Gets angry easily (POST) Gets angry easily	-.16	1.31	.21	-.59	.27	-.746	37	.461
7	(PRE) Acts sad or depressed (POST) Acts sad or depressed	.18	1.01	.16	-.15	.52	1.12	37	.268
8	(PRE) Seems afraid to try new things (POST) Seems afraid to try new things	-.13	1.07	.17	-.48	.22	-.758	37	.453
9	(PRE) Wants to stay home from school (POST) Wants to stay home from school	.18	1.01	.16	-.15	.52	1.12	37	.268
1 0	(PRE) Has trouble doing homework (POST) Has trouble doing homework	-2.63 E-02	1.17	.19	-.41	.36	-.138	37	.891
1 1	(PRE) Cries easily (POST) Cries easily	-5.26 E-02	.93	.15	-.36	.25	-.349	37	.729