

The Parent Project® Final Evaluative Report 2022-2023 Annual Report

Butler, Logan, and Preble Counties, Ohio 2022-2023

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Executive Summary

The Parent Project, Why Try, and Loving Solutions were implemented in Butler, Preble and Logan counties during the 2022-2023 school year. This was the 9th year of implementation and evaluation for Butler County, the 8th for Preble County and the 6th for Logan County.

Overall, results for Butler County demonstrated that all three programs have been effective in the 2022-2023 school year. Positive outcomes were generally achieved and it is clear that parents/caregivers feel that they are more effective at handling their children's challenging behaviors. Youth participants who completed Why Try in Butler County demonstrated positive change towards resilience-based values and attitudes. Youth court recidivism rates indicated that 91% of youth with prior court involvement had no additional court involvement.

Results for Logan County also demonstrated that the programs have been effective in the 2022-2023 school year. Most participants (84.6%) reported that their family was doing better as a result of The Parent Project, which is encouraging. This improvement is similarly seen in the decrease in reports of child problem behaviors and an increase in parent's use of positive parenting. Parents also reported that following the Parent Project classes, they used more consistent forms of discipline and better supervised their children. Participants in Why Try reported improvements in their knowledge and use of positive life skills and coping mechanisms. Overall, parents in Logan County appear to have benefited from their participation.

Preble County Parent Project data demonstrated positive results for parents and youth participants and significantly increased the number of participants during the past program year. Collection and reporting of pre/post data for Preble County Parent Project participants, who completed the majority of sessions, was also much improved demonstrating the effectiveness of programming. Parents/caregivers in Preble County indicated that, on average, they felt more skilled as parents and felt better equipped to handle the difficulties or challenges that come with raising their children.

Anger-related problems in their children continued to be the problem most frequently reported by parents by all three counties this year. Additionally, the three counties reported a majority (75%) of parents agreed that their family was functioning better following the completion of The Parent Project. All counties also reported parents decreased in the use of inconsistent discipline strategies as well as decreased poor supervision, indicating less use of potentially problematic parenting strategies.

Multi-Year Summary Across Logan County, Preble County, and Butler County, all parents seem to agree that participation in The Parent Project improves the functioning of their family. Though individual outcomes of scales are somewhat inconsistent across time and counties, parents on average appear to report improvement in their parenting skills, either through an increase in positive parenting or a decrease in negative parenting behaviors. They also tend to report that their child is doing better following The Parent Project, whether due to an increase in prosocial behaviors or a decrease in difficulties. Overall, the data suggests that the implementation of The Parent Project in all three counties continues to be successful.

Butler County Respondent Demographics:

Data reported in the demographics section includes all respondents, including those who dropped out of the program before completion. This is due to the lack of enough data to determine the presence of a systematic difference between those who did and did not complete the full, 10-week program. The inclusion of all participants paints a complete picture of those referred to The Parent Project.

There were 30 parents/caregivers who participated in Loving Solutions – a variant of The Parent Project targeted specifically at parents/caregivers with children aged 5 to 10 years old, though it can be applied to younger children as well. The evaluation of Loving Solutions is the same as the evaluation of The Parent Project – all participants completed the same pre- and post-test materials; the only difference between The Parent Project participants and those in Loving Solutions was the children’s participation in their own empirically-based program. The Why Try Program was offered to the adolescents and teens whose parents/caregivers are taking part in The Parent Project; whereas there is no simultaneous curriculum for Loving Solutions children.

Number of Respondents and Program Status:

Total Respondents: 83

Parent/Child Dyads: 52

Additional Children (attending with a Parent/Child Dyad): 4

Additional Parents (attending with a Parent/Child Dyad): 11

Completion Status:

Successful Parent/Child Dyad Completions: 39

Dropped Families: 13

No Response (Missing Data): 0

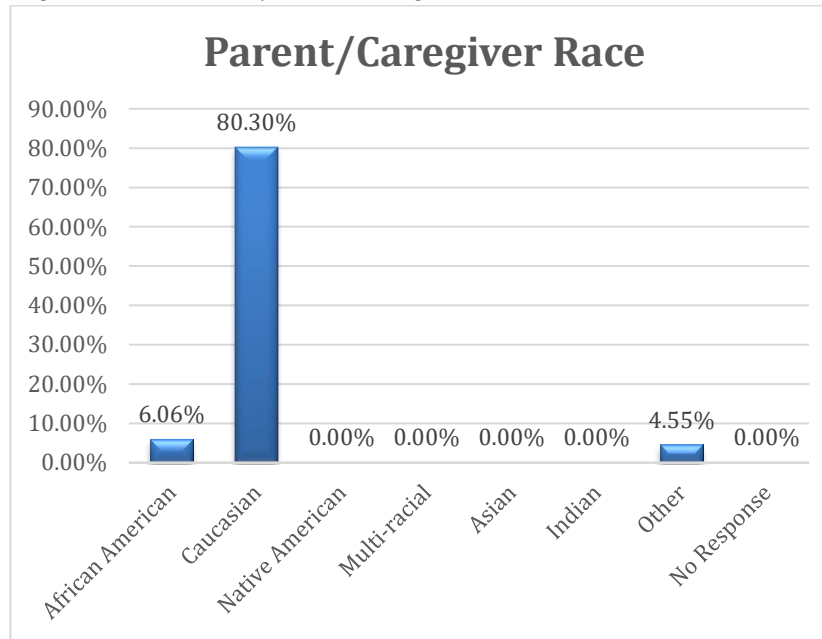
Table 1: Number of sessions completed by Parent Participants in Butler County

Sessions Completed	#
0 sessions	0
1 session	5
2 sessions	1
3 sessions	4
4 sessions	3
5 sessions	2
6 sessions	3
7 sessions	3
8 sessions	12
9 sessions	13
10 sessions	14
(No response; Missing data)	0
	60

Parent/Caregiver Demographic Information:

Parent/caregiver respondents were between the ages of 21 and 72 years old, predominantly female (78.33%), White (80%, see Figure 1), non-Hispanic/Latino (95%), and (1.52%) reported they had Americans with Disabilities Act (ADA) status (84.85% selected “none,” those who did select an ADA status just marked other and did not share the disability).

Figure 1: Butler County Parent/Caregiver Race



U.S. Census Bureau reports Butler County as having 81.8% of the population listed as White¹. Just over 40 percent (42.59%) of caregivers reported having 2 adults in the household, with the highest number of adults in one household listed at 4. The choices of “Some College” and “A College Degree” were reported equally the same. (see Figure 2). The choice “Sometimes” for Church/Faith Based Attendance was reported the most, from the 4 choices given. (see Figure 3).

Figure 2: Butler County P/C Education Level

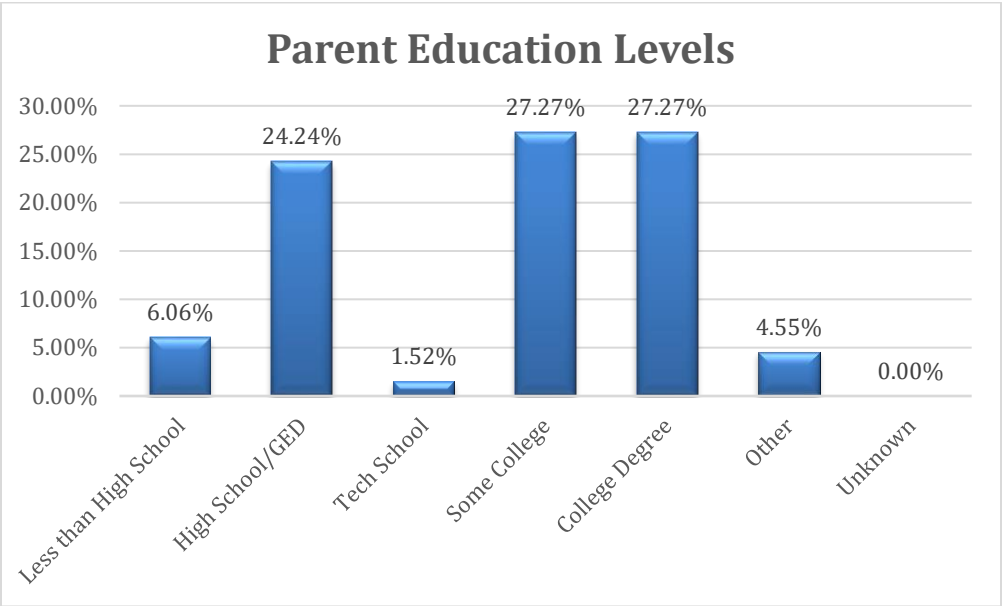
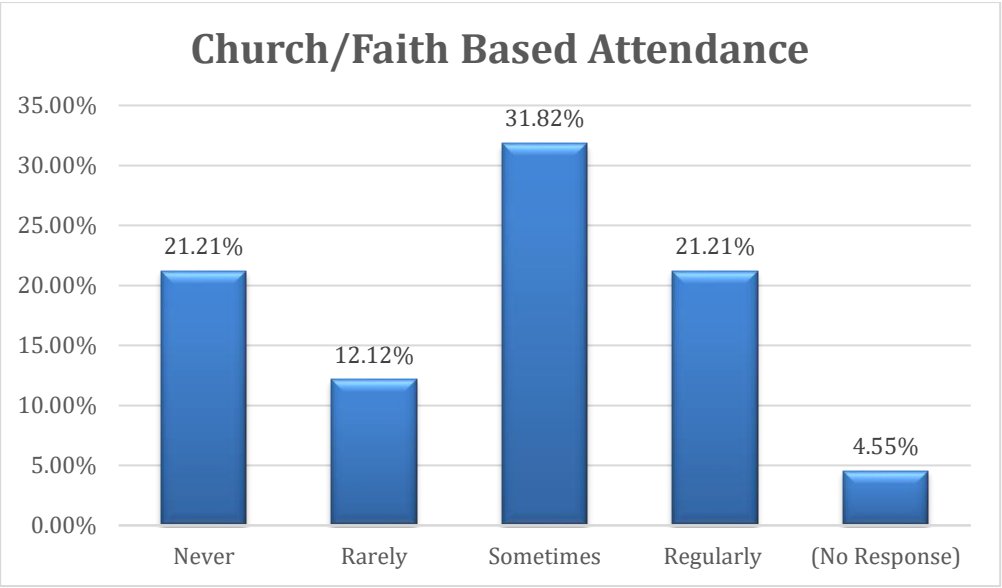


Figure 3: Butler County P/C Religious Attendance



Just over half (53.85%) of parent/caregivers listed their family income at \$49,000 or lower (see Table 2). This is below the U.S. Census Bureau's report on median household income in Butler County, which is \$72,281 per year¹.

Table 2: Butler County Household Income

Income Level	Number of Respondents
Less than \$10,000	8
\$10,000 - \$19,999	4
\$20,000 - \$29,999	5
\$30,000 - \$39,999	7
\$40,000 - \$49,999	4
\$50,000 - \$59,999	4
\$60,000 - \$69,999	2
\$70,000 or more	15
No response	3
Total	52

Child Demographic Information:

The largest percentage of children from Butler County (13.54%) of Parent Project (Sr. & Jr.) participants came from Middletown City School District. A total of 10 Butler County school districts were represented (see Table 3). The only Non-Butler County school district was Hamilton County with 5 families and 1 unknown. The Non-Butler County participants attended via virtual programming. The majority of Why Try youth participants (87%) were court referred and (3) youth participants were self-referred.

Table 3: Butler County School Districts

School Districts	Families Represented
Edgewood	4
Fairfield	9
Hamilton	4
Lakota	5
Madison	2
Middletown	13
Monroe	7
New Miami	0
Ross	0
Talawanda	1
Badin	1
Other: Non-Butler County	5
Online Public School	0
Unknown	1
Total	52

Children who participated in The Parent Project in Butler County were mostly White (91.3%), African American was (4.35%) (see Figure 4), not Hispanic or Latino (91.3%). There was an almost equal percentage of male (40%) vs female (36.6%) children participate this year. Only (17.4%) of the children were reported to have an ADA status (the ADA status reported was mental impairment). The ages of child participants ranged from 11 to 18 years old. At referral, children were in varying grades, with 7th & 9th grades having the highest percentage (21.74%), (see Figure 5). The inclusion of Loving Solutions in Butler County continues to lead to younger children and their parents' receiving services compared to years before Loving Solutions was added.

Figure 4: Butler County Child's Race

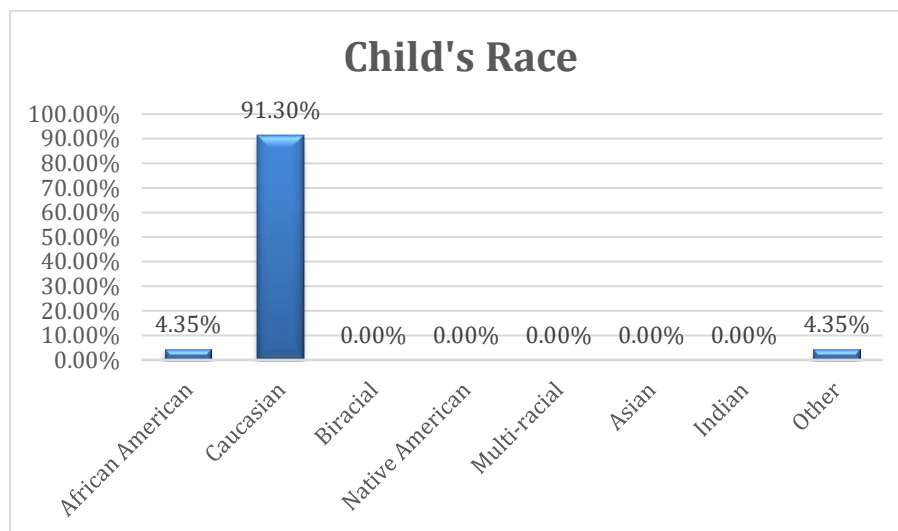
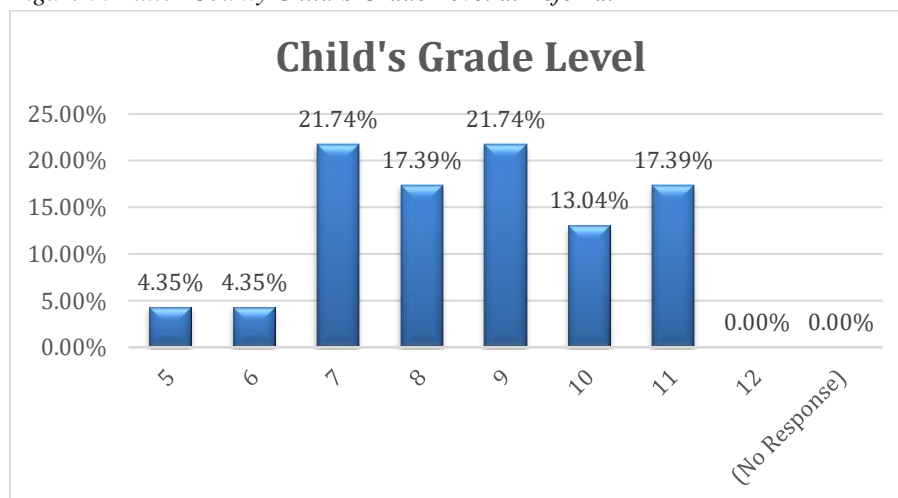


Figure 5: Butler County Child's Grade Level at Referral



Butler County Problem Identification:

At pre- and post-test, parents were asked to identify the top problems/behaviors they observe in their children. Most chose from a list of standardized responses, but some gave specific answers. “Anger/Rage” was reported by the parents’ as the #1 problem by a slight gap in comparison to the next reported issue, “Disruptive Behavior”. The post class numbers show a reduction in “Anger/Rage” and a slight reduction in the “Disruptive Behavior” category (See Figures 6 & 7).

Figure 6: Butler County Problem Identification Pre

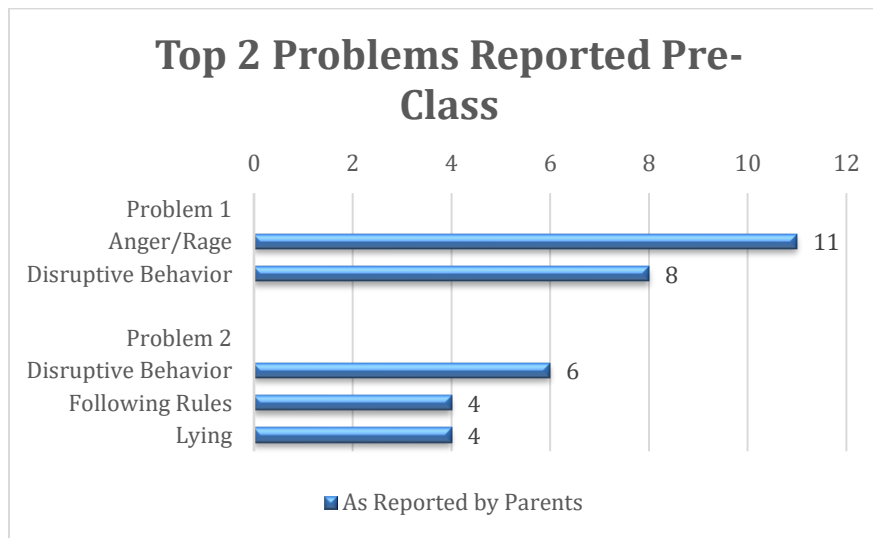
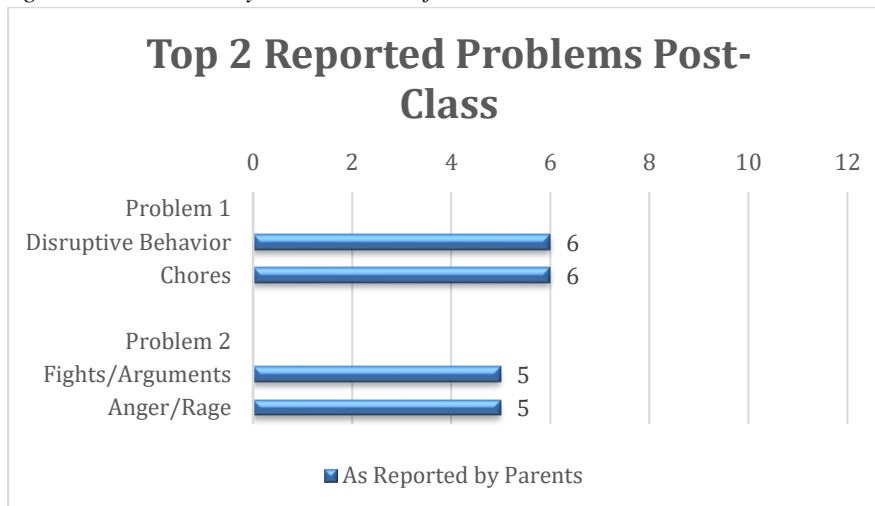


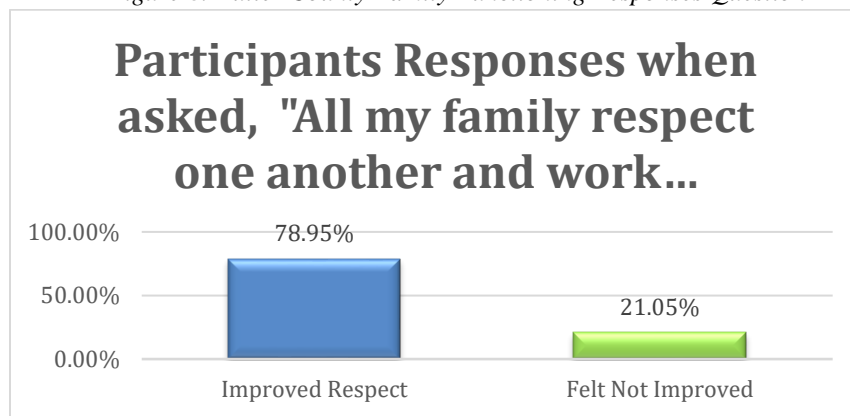
Figure 7: Butler County Problem Identification Post



Butler County Family Functioning:

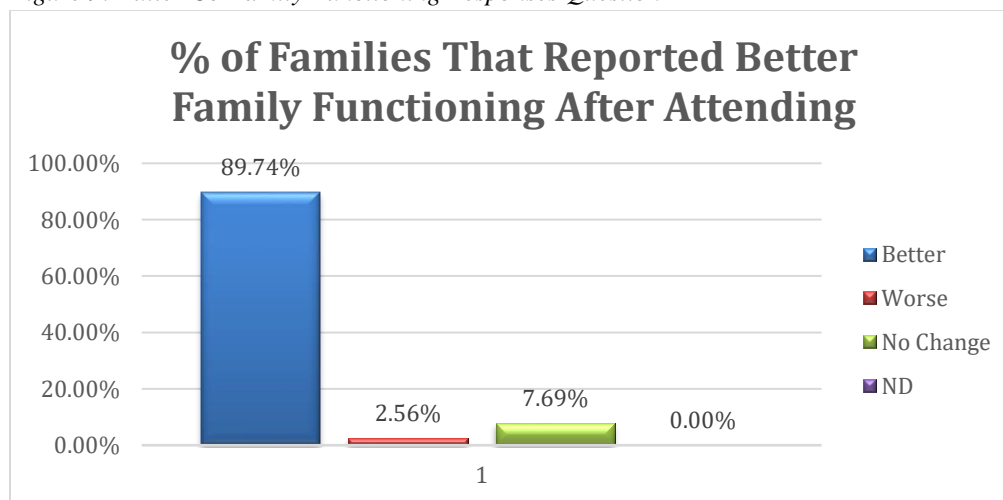
The Parent Project evaluation asks one question before and after program participation and another question post class to determine family functioning. The first question provides a five-point scale (Strongly Agree to Strongly Disagree). Participants indicate how much they agree with the statement “All my family respect one another and work together for the good of our family.” Only responses from the participants that provided pre and post answers were analyzed to get the % of Positive or Negative responses. Most of the participants (78.95%) responded positively (See Figure 8).

Figure 8: Butler County Family Functioning Responses Question 1



The second question asked of participants was whether their family was doing better, worse, or if there had been no change since their participation in The Parent Project. The vast majority of participants (89.74%) stated that their family was doing better after completing class. (See Fig. 9).

Figure 9: Butler Co Family Functioning Responses Question 2



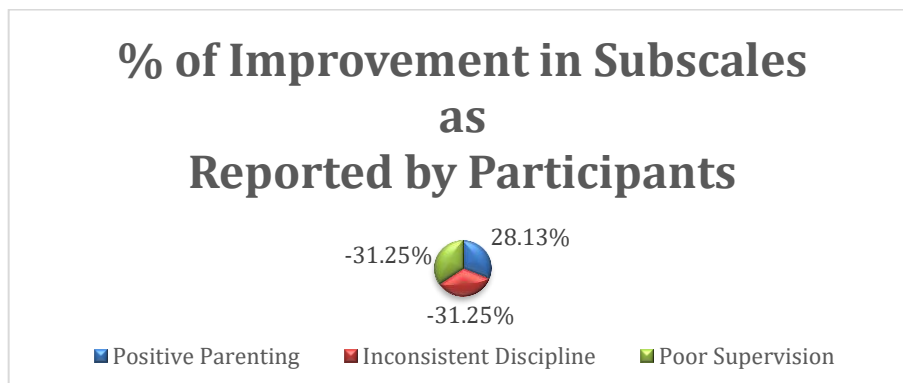
Taken together, these questions demonstrate that, overall, participants feel that their family is functioning better after their participation in The Parent Project. Changes in ratings from pre to post-test, the number of individuals agreeing with the family functioning statement, and the number of participants stating their family is doing better after the program indicate that families are experiencing positive implications and overall improvement following completion of The Parent Project.

Butler County Alabama Parenting Questionnaire Short Form:

The Alabama Parenting Questionnaire Short Form is a 9-question survey that asks respondents to indicate the frequency of behaviors on a scale ranging from Never (1) to Always (5). It includes 3 subscales (Positive Parenting, Inconsistent Discipline, and Poor Supervision) that are 3 questions each. Responses for the Positive Parenting subscale should increase from pre-test to post-test, whereas responses to the other two subscales should be lower upon post-test assessment.

Percentage of change data from Butler County (see Figure 10) showed that the responses from pre-test to post-test for the Positive Parenting subscale showed an increase of 53.13%, which indicates positive movement in the desired direction. The Poor Supervision subscale decreased by 53.17%, demonstrating that there was improvement in the parent/caregiver and child interaction following The Parent Project. Finally, the responses to the Inconsistent Discipline subscale also showed improvement from pre-test to post-test by decreasing 65.63%. This means that parents/caregivers reported they are demonstrating fewer behaviors that would qualify as “Inconsistent Discipline.” It is reported to take people 21 days to 66 days to change a “habit”. Over half the class reporting they are parenting differently by the end of the Parent Project is a good indicator that many participants are likely implementing more effective strategies in their daily lives.

Figure 10: Butler County APQ-SF Reported Percentage of Change



Butler County Strengths & Difficulties Questionnaire:

The Strengths and Difficulties Questionnaire assesses children's behavior. This assessment tool is made up of five subscales, with the most relevant subscale to our project being the Prosocial Behavior subscale. It asks parents/caregivers to report on the positive behaviors of their children and contains only five questions for which scores should increase from pre-test to post-test.

Scores on the other four subscales (Emotional Symptoms, Conduct Problems, Hyperactivity/Inattention, and Peer Relationship Problems) are combined to create a general difficulties score. This figure is used to classify young people into one of four categories, Close to average (scores 0-13), slightly raised (scores 14-16), high (17-19), and very high scores (20 and higher) - (These scores are shown in Fig. 14 below). All questions are based on a scale of 0 (Not True) to 2 (Certainly True). Responses for the Prosocial subscale should increase from pre to post, whereas responses to the other four subscales should be lower.

For Butler County, the Prosocial Behavior subscales show positive change scores in three out of the five questions (see Figure 11). Overall, this indicates that change in prosocial behaviors, as noticed by parents/caregivers, was on the positive side. The statement "Shares readily with others" shows the biggest change score of the Prosocial Scale. On average, a change score of -.09 was seen in the other four subscales (see Figures 12 and 13). This response can be interpreted as parents/caregivers stating that the negative behaviors listed in the questionnaire are "Somewhat True" at pre-test and then stating "Not True" at post-test.

Figure 11: Butler County Strengths & Difficulties Questionnaire Prosocial Subscale

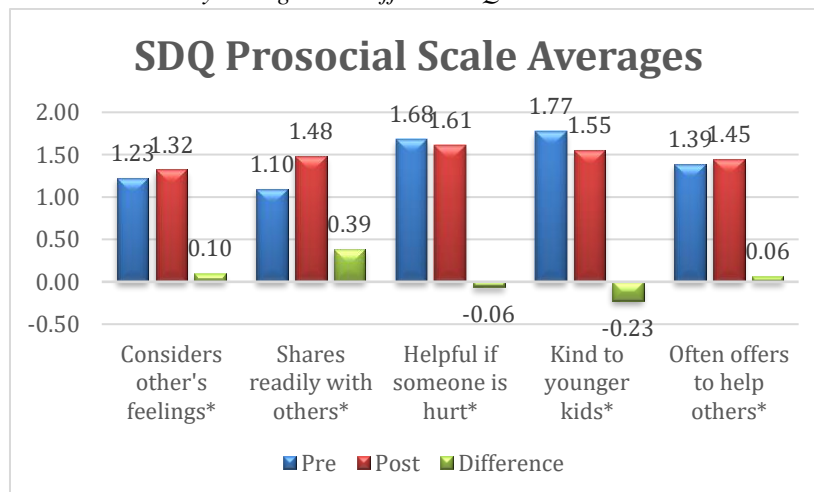


Figure 12: Butler County Strengths & Difficulties Questionnaire Average Responses (Part 1)

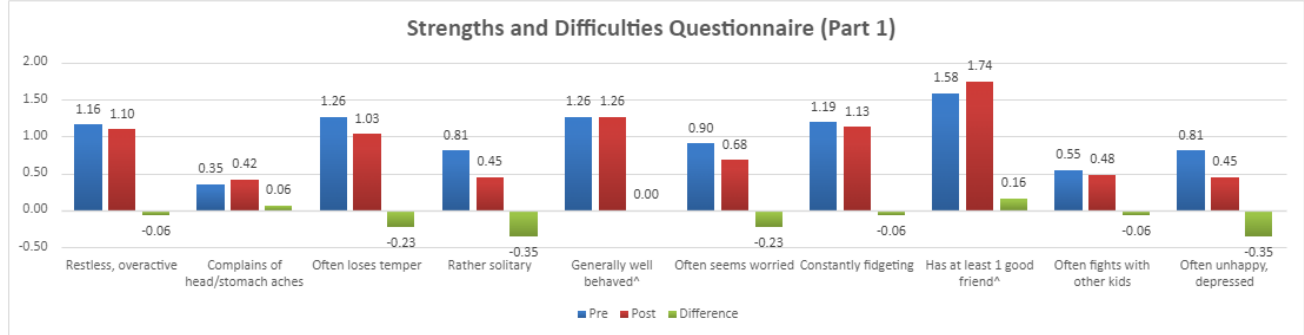
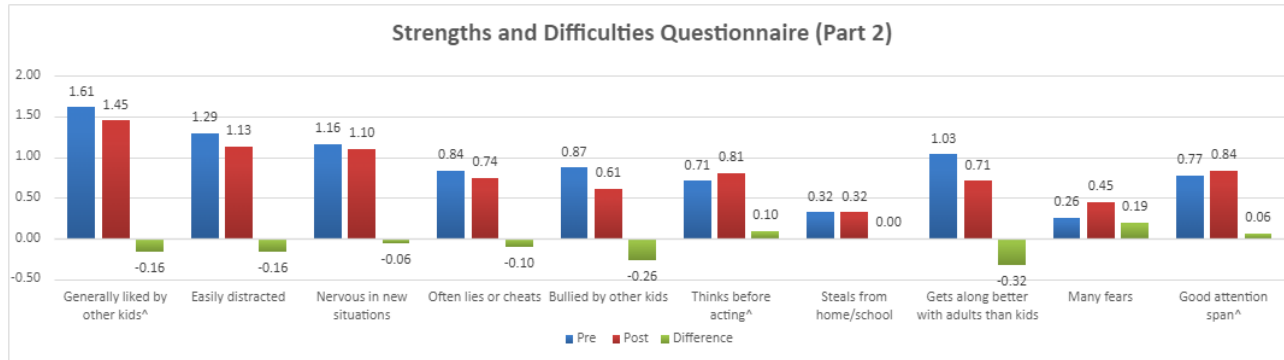
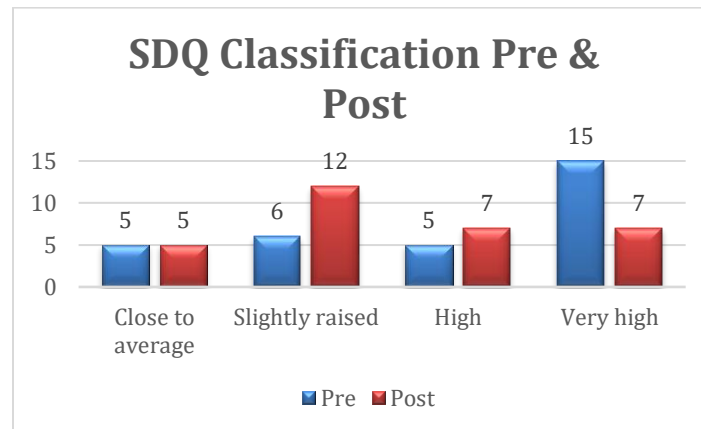


Figure 13: Butler County Strengths & Difficulties Questionnaire Average Responses (Part 2)



When examining the SDQ general difficulties score, (see Figure 14) the “Very High” did decrease with the majority being in the “Slightly Raised” by the end of the program.

Figure 14: Butler County SDQ Score Classification Differences



Butler County Parent Empowerment Scale:

This section of 19 questions asks parents and caregivers to rate statements on a scale of 1 (Not True at All) to 5 (Very True). These statements pertain to parent/caregiver confidence and empowerment to appropriately provide and care for their children. Scores should increase from pre-test to post-test.

The largest difference in scores came from the statements “I understand how to access community resources for my child” and “I know the steps to take when I am concerned about my child”. This would indicate that parents felt better equipped to handle the difficulties or challenges that come with raising their children and were more confident reaching out for help after completing the program. (see Figure 15 and 16).

Figure 15: Butler County Average Responses to the Parent Empowerment Scale (Part 1)

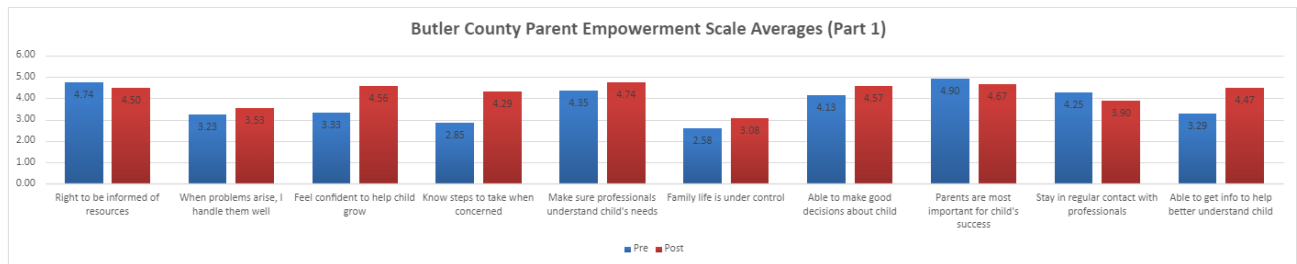
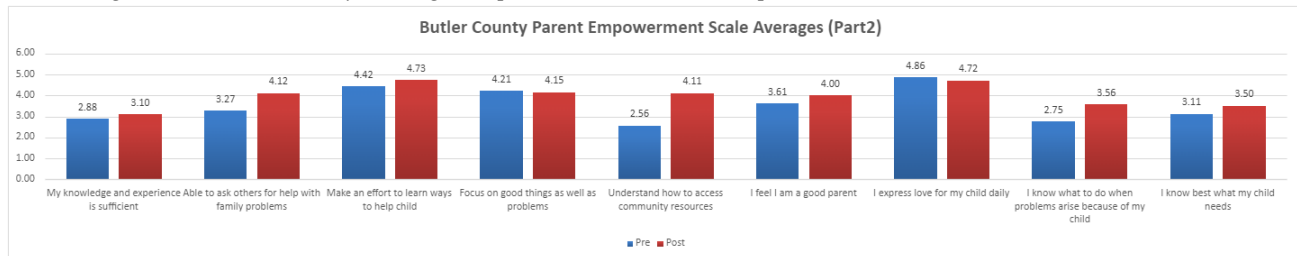


Figure 16: Butler County Average Responses to the Parent Empowerment Scale (Part 2)



Butler County Why Try:

The Parent Project not only teaches parents and caregivers better skills in coping with challenging behaviors, but also offers young people a chance to participate in a course of their own. Why Try helps young people think, act, and feel using resilience-based values (including resisting peer pressure, better decision making, self-control, and positive support mechanisms). Why Try's outcomes assessment survey is included in the evaluation of The Parent Project. The teens participating in Why Try completed the twenty-seven (27) item measure by responding to statements with a scale of 1 (Strongly Disagree) to 5 (Strongly Agree). Young people should expect an increase in positive behaviors following their participation in Why Try, and as such, respondents should agree more with 21 out of the 27 statements pertaining to their life attributes and protective factors.

Youth in Butler County had an average change in total score from pre-test to post-test of 5.6 points and an average change per question of .2. (See Figures 17, 18 & 19). This would indicate that the participants in Why Try experienced and reported slightly positive changes in their behavior. "Challenges are opportunities for motivation and growth", "I have the power to avoid getting in trouble in life" and "I know how to keep myself motivated when things are hard." were the statements with the greatest increase, all with the same change score (.7). The strength of change indicated in these statements demonstrates that the young people participating in Why Try are internalizing the messages and skills taught in the program to improve their approaches to day-to-day challenges.

Figure 17: Butler County Why Try Assessment Average Responses (Part 1)

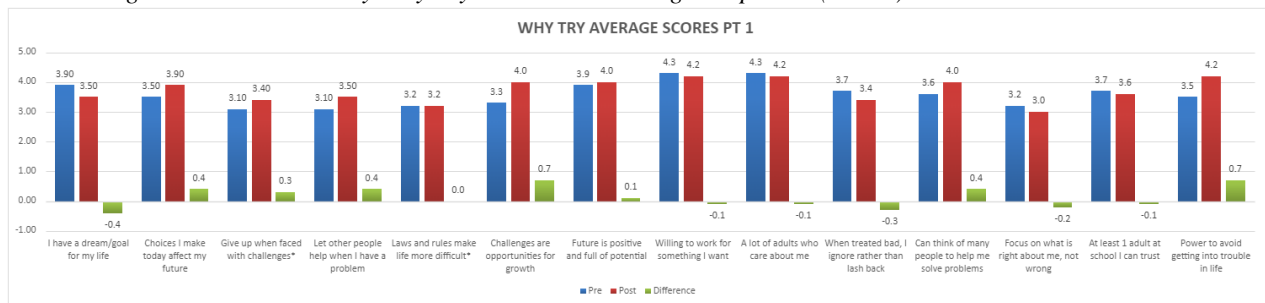


Figure 18: Butler Co Why Try Assessment Average Responses (Part 2)

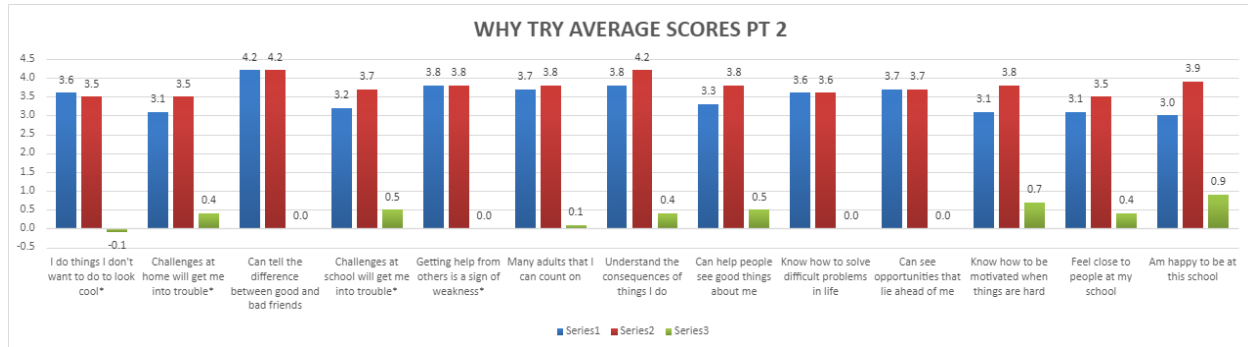
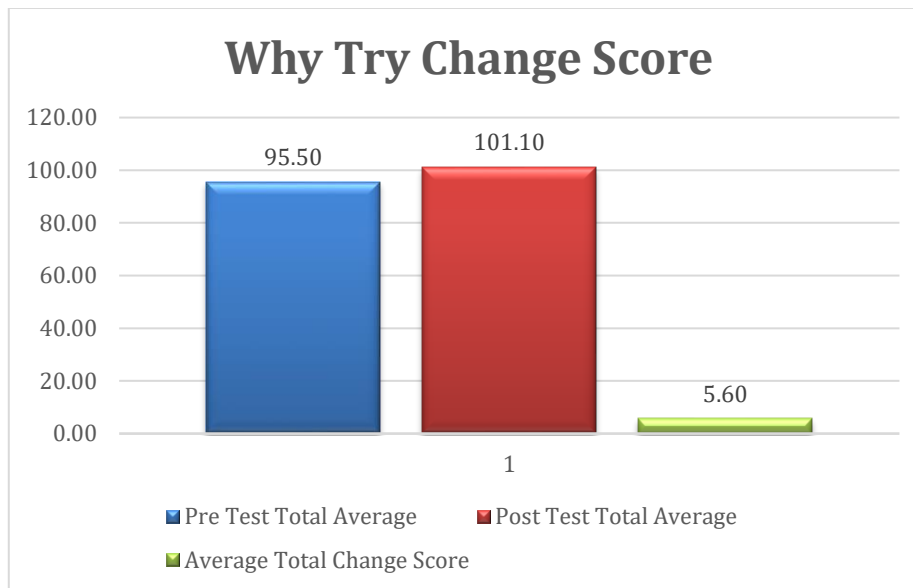
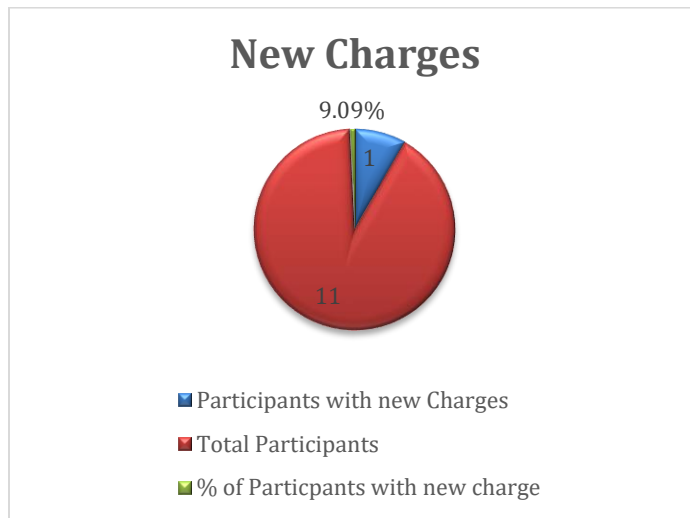


Figure 19: Butler County Why Try Change Score Average



Butler County Recidivism

Data from Butler County Juvenile Court indicates that only 1 of the 11 youth participants tracked had additional court involvement following the completion of our 10-week Parent Project/Why Try program over a 2-6-month time frame following the class. Not enough time had lapsed to do the follow-up of the 6 teens in the final class due to the class completing in June, 2023. The one teen with a new charge had only attended one class out of the 10 (See Figure 20).

Figure 20: Butler Co New Charges Data

Butler County Summary & Recommendations:

The 2022-2023 implementation of The Parent Project, Why Try, and Loving Solutions has been successful in Butler County. “Anger-related problems” and “Disruptive Behavior” were the problems most frequently reported by parents in their children. The Parent Project participants completing the program reported a consistent decrease in problems associated with anger, home, school, and depression within their children. There were not as many reports of depression as have been reported in the past, similar to last year. Additionally, the vast majority (89.7%), of parents agreed that their family was functioning better following the completion of The Parent Project. The parents reported a decrease in parental use of inconsistent discipline strategies as well as a decrease in poor supervision, indicating less use of potentially problematic parenting strategies. Parents’ confidence in handling the challenges associated with parenthood did appear to increase across the board over the course of The Parent Project. Overall, the youth participants who completed Why Try demonstrated positive change towards resilience-based values and attitudes. It is recommended that Butler County consider identifying additional strategies to provide more robust Why Try data, such as obtaining qualitative data from Why Try participants throughout program implementation. This has the potential to build upon the current post-test data collected and provide a broader picture of the youth’s experience while involved in the program.

The results demonstrated that the programs are having a positive impact on both adult and youth participants. Butler County continues to demonstrate success obtaining completed pre/post-test Parent participant data which has allowed for more meaningful interpretation of results across 2022-2023 classes.

Preble County Respondent Demographics:**Number of Respondents and Program Status:**

Total Respondents: 18

Parent/Child Dyads: 8

Additional Children (attending with a Parent/Child Dyad): 0

Additional Parents (attending with a Parent/Child Dyad): 3

Completion Status:

Successful Parent/Child Dyad Completions: 5

Dropped Families: 3

No Response (Missing Data): 0

Table 4: Number of sessions completed by Parent Participants in Preble

Sessions Completed	#
0 sessions	0
1 session	0
2 sessions	0
3 sessions	0
4 sessions	0
5 sessions	0
6 sessions	0
7 sessions	0
8 sessions	2
9 sessions	4
10 sessions	0
(No response; Missing data)	5
	11

Parent/Caregiver Demographic Information:

Of the Preble County parents/caregivers, all were White, and all identified as Non-Hispanic/Latino. There were 7 females and 4 males. Of all the participants, 1 reported having less than a High School Diploma, 7 reported obtaining a High School/GED, 1 Tech School and 2 had Some College. No parents reported having any ADA's nor being a veteran.

The majority reported having 2 adults in the households, with 1 reporting having 1 and 1 reporting having 3. Over 60% of the family's incomes fell below the median income reported by The U.S. Census Bureau in Preble County of \$60,527 (2021)². Additionally, census data

indicates that Preble County is 95.6% White and 1.2% Hispanic or Latino². The participants in Preble County's implementation of The Parent Project reflect the demographic makeup of Preble County overall. The responses to the attending faith-based services item were reported as two participants saying "rarely", and six saying "sometimes" and three reported "regularly".

Child Demographic Information:

All of the children of participants in Preble County came from the Eaton school district this year. Four participants were male and one female. Six were White and one was reported as African American for race. All were Non-Hispanic/Latino. No participants were reported as having any ADA's. It was reported that 2 participants were in the 10th grade, 1 in the 9th and 1 each in the 5th and 6th. Two participants were in childcare and did not attend classes. Ages at referral of child participants are in the chart below. (see Figures 21 & 22).

Figure 21: Preble County Child Grade Levels

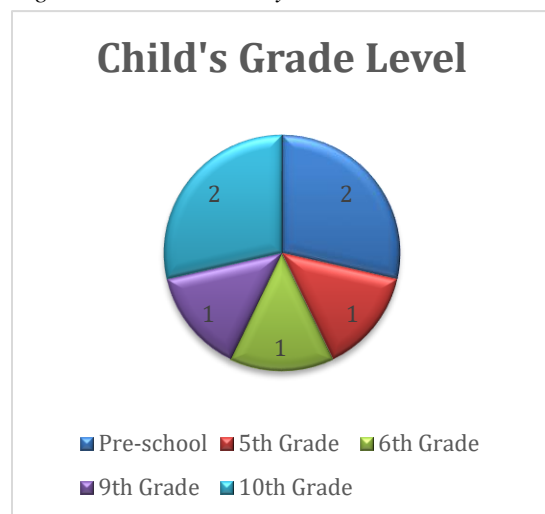
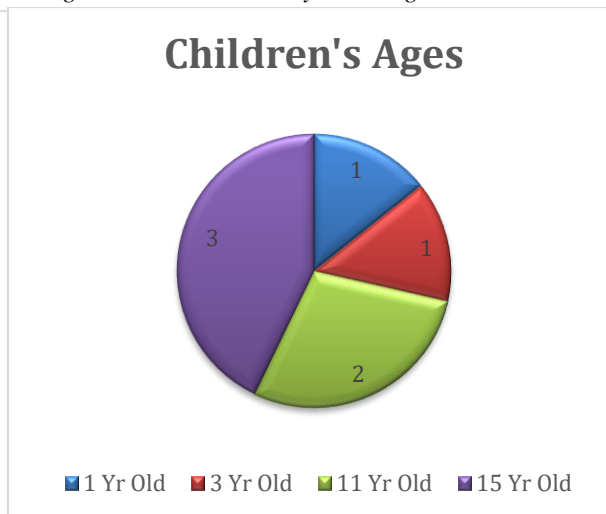


Figure 22: Preble County Child Ages



Preble County Problem Identification:

When asked to list problem behaviors, Preble County parents/caregivers listed "Anger/Rage" as the parents' #1 most reported problem and "Disruptive Behavior", "Lying" and "Disrespectfulness" were reported equally as the second most #1 issue at hand pre-class. Post class, the top reported problems were very similar to the problems reported pre-class. It was noted that additional problems were also identified which does cause some concern. "Anger/Rage" did fall slightly. (see Fig. 24) This suggests that even after The Parent Project, the parents involved in the program felt they still had significant challenges with their children and may need additional services and resources to assist the family.

Figure 23: Preble County Problem Identification Pre

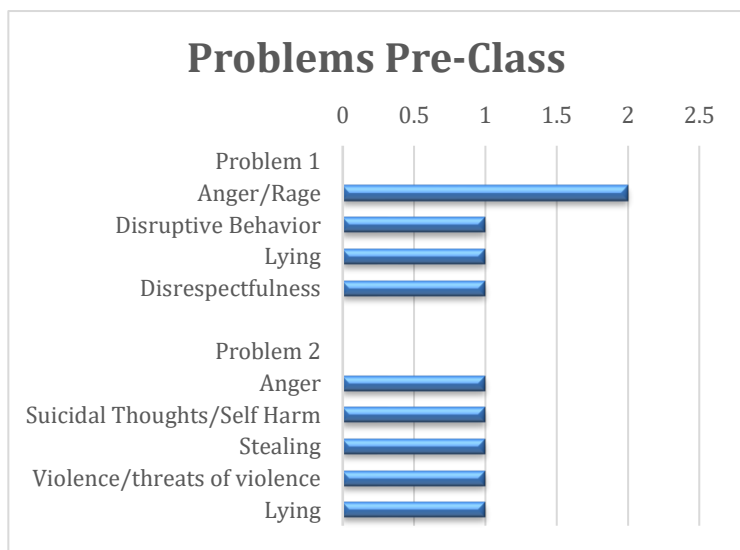
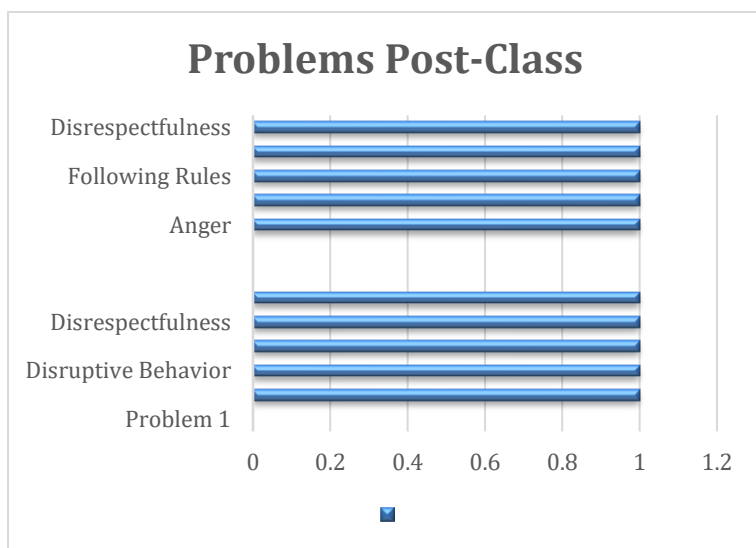


Figure 24: Preble County Problem Identification Post

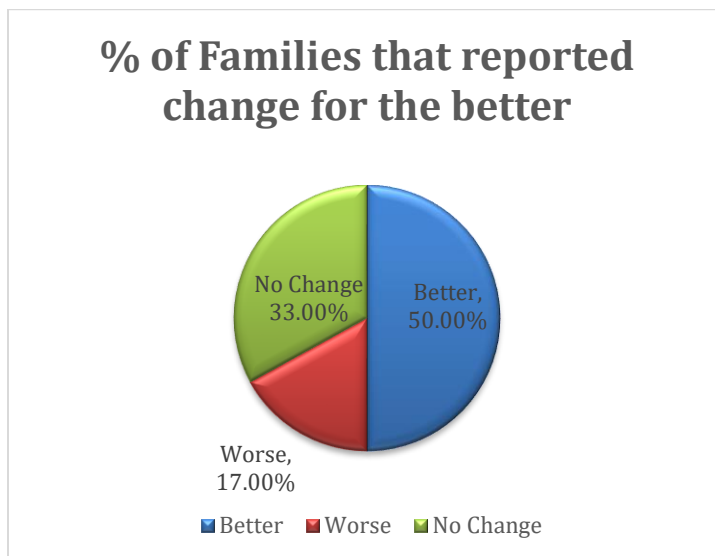


Preble County Family Functioning:

Almost 67 % of the participants in Preble County indicated they felt there was an improvement in family functioning by giving an answer that was closer to the Strongly Agree end of the spectrum.

In addition to their agreement with the above statement, half of the families who completed the family functioning measure following the Parent Project indicated that their family is doing “better” (50.0%). While these results are lower than previous years they indicate that The Parent Project did influence many participant families and how they function in their homes. It is noted that 33% of respondents reported No Change and 17% report their families are Worse after The Parent Project. While the exact causes of these results are unknown it may be attributed to families perceiving their Family Functioning as “High” prior to participating in the program creating a ceiling for positive change in this metric. Factors that may have also contributed are unreported family circumstances, such as trauma, as well as family’s experiencing the program’s “change process” that often causes increases in negative youth behavior once parents implement active supervision and effective discipline strategies. (See Figure 25).

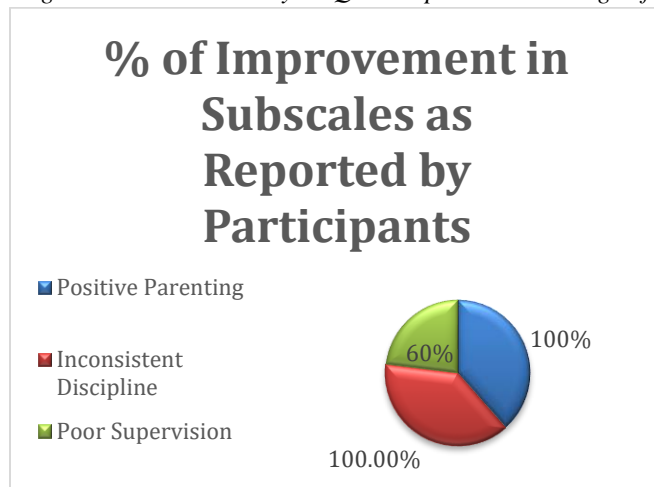
Figure 25: Pt. 2 of the Family Functioning Questions



Preble County Alabama Parenting Questionnaire Short Form:

In responding to the questions on the Alabama Parenting Questionnaire, the majority of the parents/caregivers indicated that they increased their use of “Positive Parenting” skills and decreased in the subscales “Poor Supervision” and “Inconsistent Discipline” over the course of The Parent Project. This indicates that the class had a very positive impact on families that completed the course. Parents/caregivers found they were most successful at reversing the bad habit of “You let your child out of a punishment early” as well as doing better with “Your child talks you out of being punished”. In summary, the Alabama Parenting Questionnaire Short Form demonstrated very positive outcomes in parenting skills, with the most improvement being made equally in “Positive Parenting” and “Inconsistent Discipline”. (See Figure 26).

Figure 26: Preble County APQ-SF Reported Percentage of Change



Preble County Strengths & Difficulties Questionnaire:

Data from the Strengths and Difficulties Questionnaire from parents/caregivers in Preble County demonstrates the success in achieving the outcomes set forth by The Parent Project. The majority of the responses on the Prosocial Behaviors Subscale increased an average of (-.27 points) from pre-test to post-test, with the exception of “Considers others feelings” showing no change. (see Figure 27) The responses to the remaining questions show both increases and decreases in problem behaviors, but more increases overall. (see Figures 28 & 29). These results indicate some strengthening in children’s prosocial behaviors but show room for improvement for some problematic behaviors. We should consider the possibility that parents are not as willing to answer the questions as honestly in the beginning as they are after going through the class and realizing that they are not the only parents struggling with their children at home.

Figure 27: Preble County Prosocial Subscale Response Average

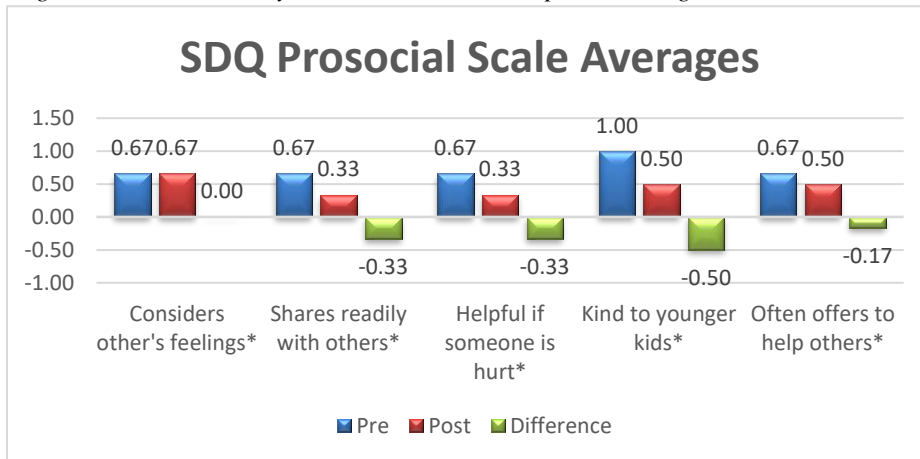


Figure 28: Preble County SDQ Response Averages (Part 1)

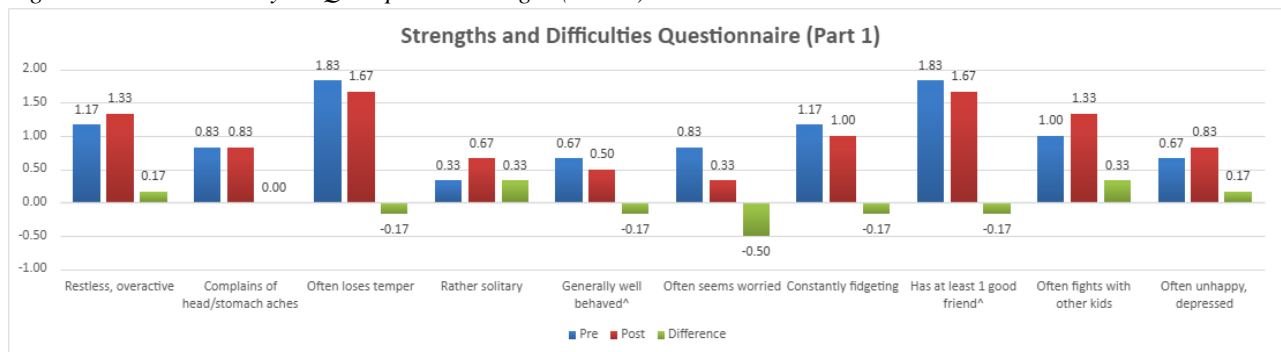
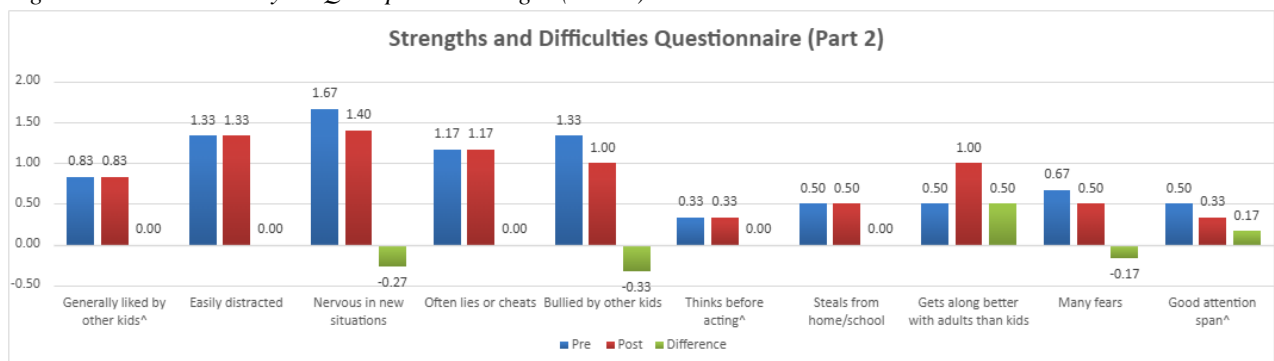
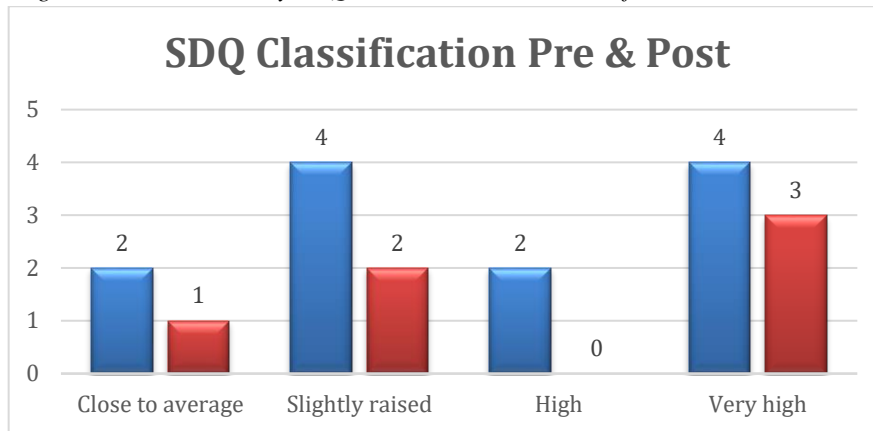


Figure 29: Preble County SDQ Response Averages (Part 2)



The individual classification scores indicated a drop from the high range but the very high range did stay the same. The overall actual scores indicate improvement within that range. While this may suggest a decrease in problem behaviors, it is likely that participants may benefit from additional supportive interventions. (See Figure 30).

Figure 30: Preble County SDQ Problem Behavior Classification



Preble County Parent Empowerment Scale:

Parents/caregivers in Preble County indicate that, on average, they felt more skilled as parents via their responses to the Parent Empowerment Scale. Data went in a positive direction; the average responses increased by 0.43. This would indicate that parents felt better equipped to handle the difficulties or challenges that come with raising their children and were more confident reaching out for help after completing the program (see Figures 31 & 32).

Figure 31: Preble Co Parent Empowerment Scale Average Responses at Pre- and Post-Test (Part 1)

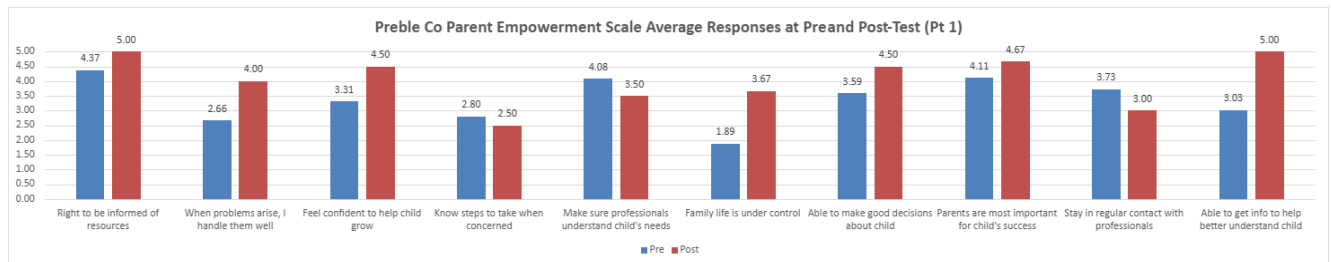
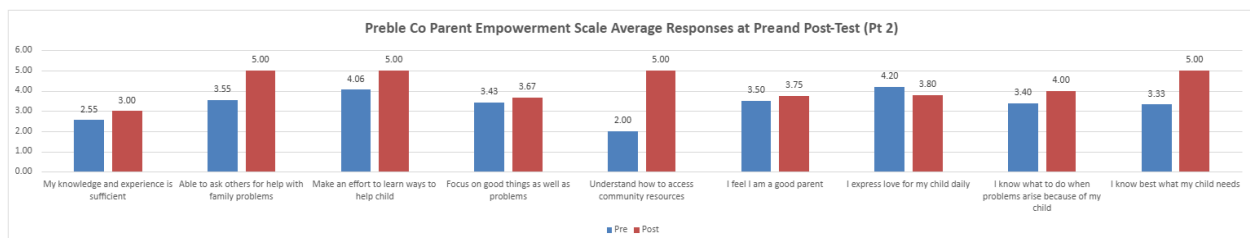


Figure 32: Preble Co Parent Empowerment Scale Average Responses at Pre- and Post-Test (Part 1)



Preble County Why Try:

Youth in Preble County had an average change in total score from pre-test to post-test of 8.7 points and an average change per question of .4. This would indicate that the participants in Why Try experienced and reported positive changes in their behavior. “I have the power to avoid getting into trouble in life” and “I know how to solve difficult problems in life” were the statements with the greatest increase in the change score. The strength of change indicated in these statements demonstrates that the young people participating in Why Try are internalizing the messages and skills taught in the program to improve their approaches to day-to-day challenges. (See Figures 33, 34 & 35).

Figure 33: Preble County Why Try Assessment Average Responses (Part 1)

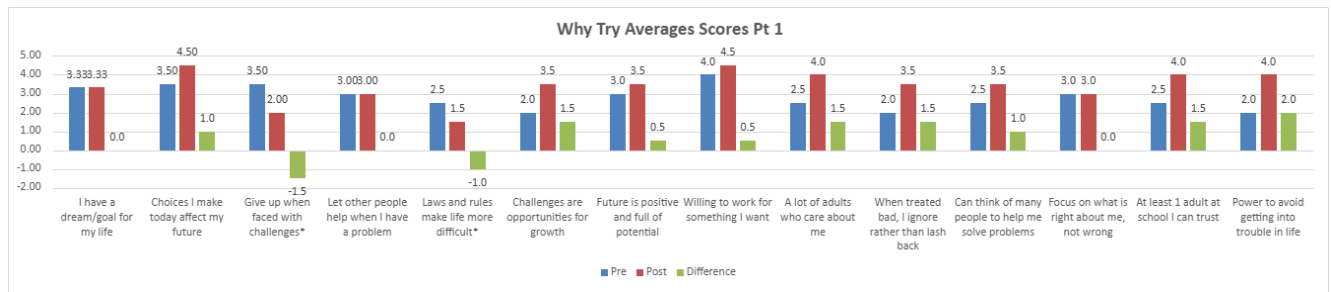


Figure 34: Preble County Why Try Assessment Average Responses (Part 2)

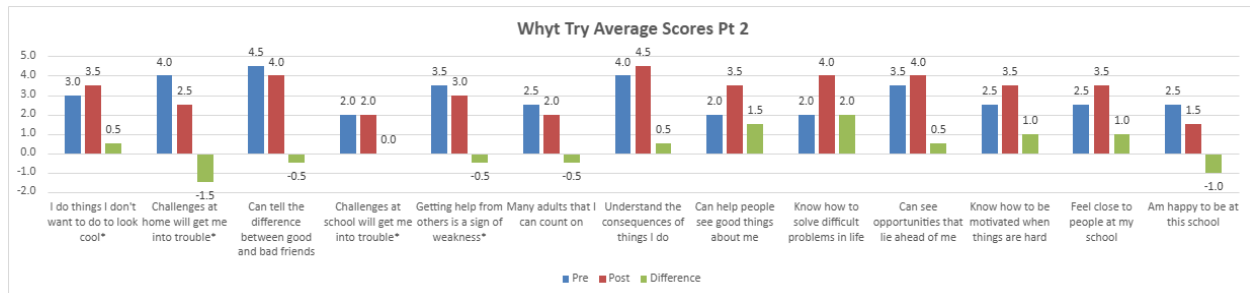
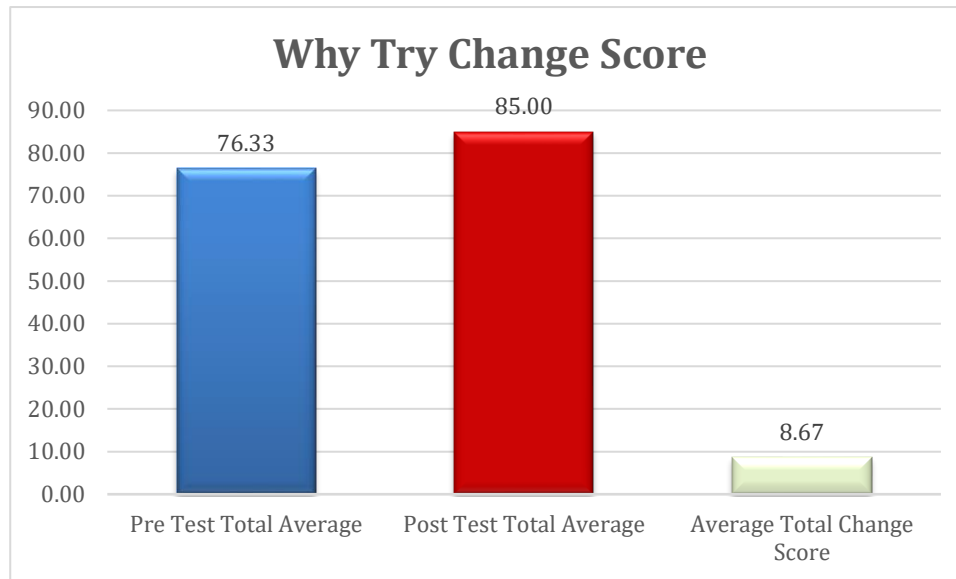


Figure 35: Preble County Why Try Change Score Average



Preble County Summary & Recommendations:

Preble County Parent Project showed a significant increase in participants during the past program year. Collection and reporting of pre/post data for Preble County Parent Project participants, who completed the majority of sessions, was also much improved. It is recommended that Preble County continue collaborating with other Parent Project partners to increase participant retention and sustain procedures to effectively collect participant pre/post data. Doing so will provide more rigorous data that is able to stand up to further interpretation. Overall, the Preble County Parent Project saw progress that positively impacted the families in their community.

Logan County Respondent Demographics:

Data reported in the demographics section includes all respondents, including those who dropped out of the program before completion. This is due to the lack of enough data to determine the presence of a systematic difference between those who did and did not complete the full, 10-week program. The inclusion of all participants paints a complete picture of those referred to The Parent Project.

Number of Respondents and Program Status:

Parent/Child Dyads: 10

Additional Children (attending with a Parent/Child Dyad): 1

Additional Parents/Caregivers (attending with a Parent/Child Dyad): 3

Completion Status:

Successful Parent/Child Dyad Completions: 9

No Response (Missing Data): 0

Table 5: Number of sessions completed by Parent participants in Logan County

Sessions Completed	#
0 sessions	0
1 session	0
2 sessions	0
3 sessions	0
4 sessions	0
5 sessions	1
6 sessions	0
7 sessions	0
8 sessions	2
9 sessions	2
10 sessions	8
(No response; Missing data)	0
	13

Parent/Caregiver Demographic Information:

All but two of Logan County parents/caregivers who provided demographic data were white this year. One was Native American and one reported “Other” for Race. All but one parent/caregiver reported non-Hispanic/Latino as their Ethnicity. Five were male and eight were female. Seven participants obtained their high school diploma or GED, one finished Tech School and three reported some college and two reported less than High School. (see Fig. 36). It was equally reported by participants that most households had two adults, but three reported having three adults. All but one of the participants that reported their annual income reported it as less than the U.S. Census Bureau’s median income for Logan County reported by (\$64,196 in 2021)². (See Figure 37). Additionally, census data indicate that Logan County is 92.4% White and 2.1% Hispanic or Latino². The results of the respondents reporting attending faith-based services were very low. Only two respondents reported going regularly.

Figure 36: Logan County Parent/Caregiver Education Level

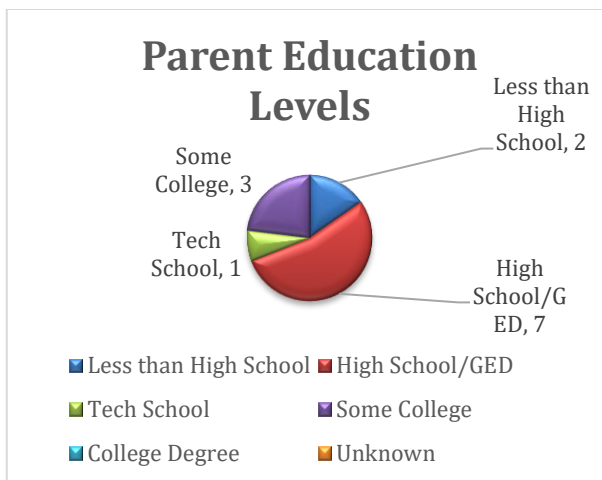
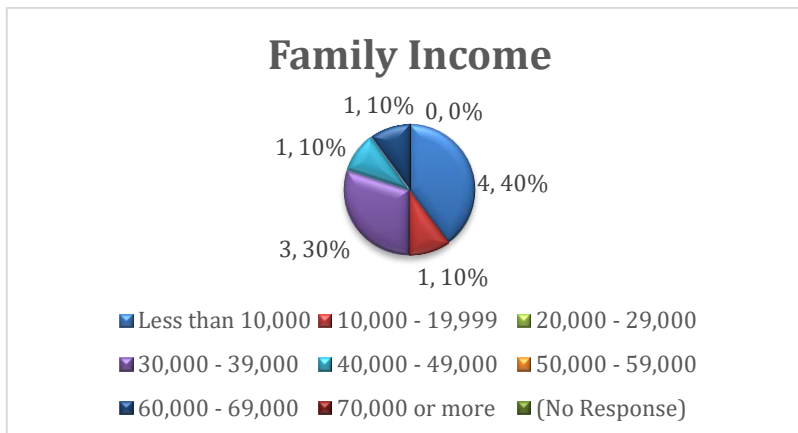


Figure 37: Logan County Parent/Caregiver Family Income Levels



Child Demographic Information:

Children of participants in Logan County came from two school districts, Bellefontaine City and Indian Lake, this year. Five participants were male and two were female. Six were White and one was reported as Native American for race. All were Non-Hispanic/Latino. No participants were reported as having any ADA's. It was reported that there were two participants, each in the 7th and 10th grades and three in the 8th. Ages at referral of child participants in chart below. (See Figures 38 & 39).

Figure 38: Logan County Child Grade Levels

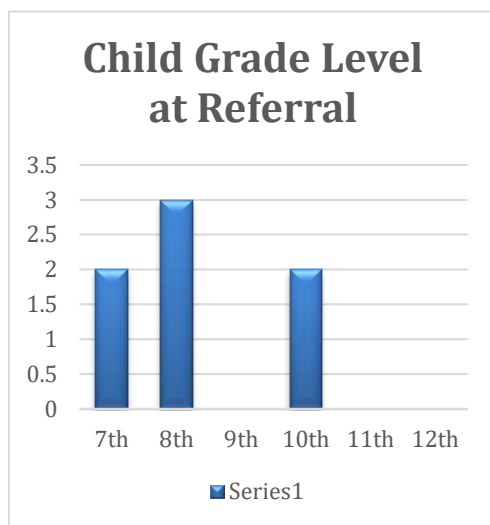
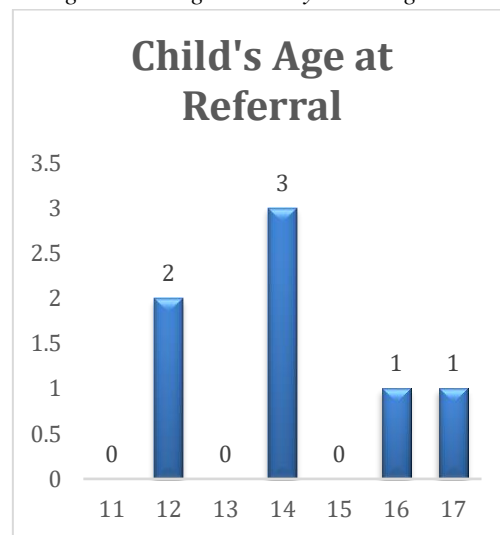
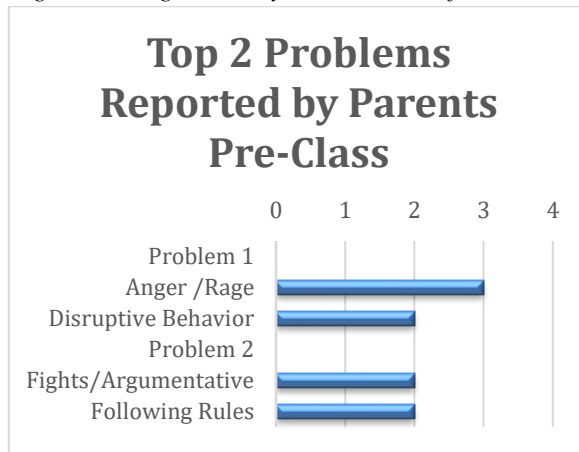
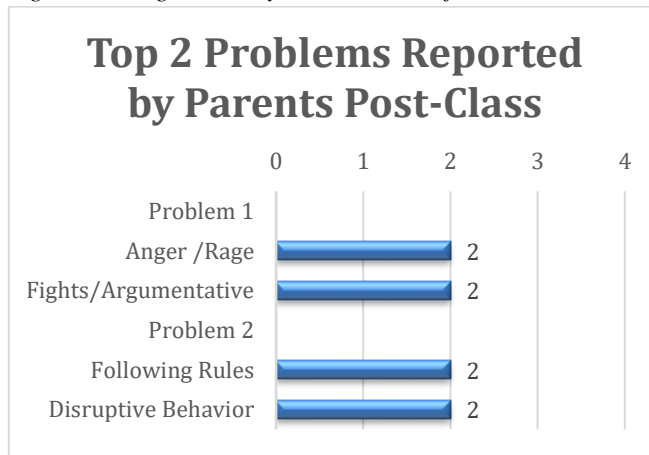


Figure 39: Logan County Child Ages



Logan County Problem Identification:

When asked to list problem behaviors, Logan County parents/caregivers listed “Anger/Rage” as the parents’ #1 most reported problem on the Alabama Parenting Questionnaire and “Disruptive Behavior” as the second most reported issue. Post class, the top reported problems were very similar to the problems reported pre-class which does cause concern. “Anger/Rage” did fall slightly. (see Figures 40 & 41), This suggests that even after The Parent Project, the parents involved in the program felt they still had significant challenges with their children.

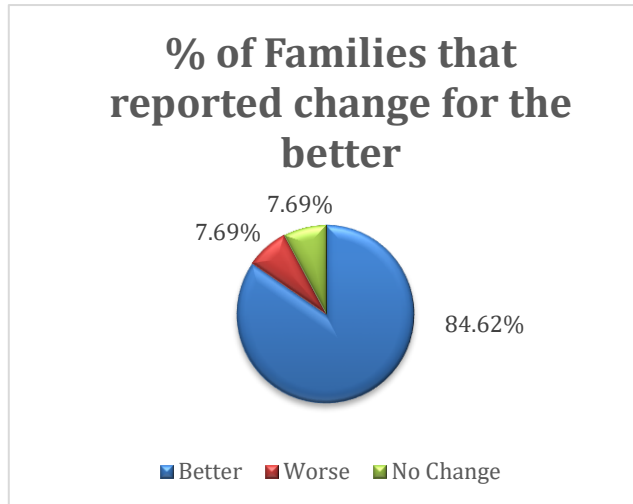
Figure 40: Logan County Problem Identification Pre*Figure 41: Logan County Problem Identification Post*

Logan County Family Functioning:

Almost 70 % of the participants in Logan County indicated they felt there was an improvement in family functioning by giving an answer that was closer to the Strongly Agree end of the spectrum.

In addition to their agreement with the above statement, most of the families who completed the family functioning measure following the Parent Project indicated that their family is doing “better”. (84.6%) These results indicate that The Parent Project is having the intended effect on participant families and how they function in the home. (See Figure 42).

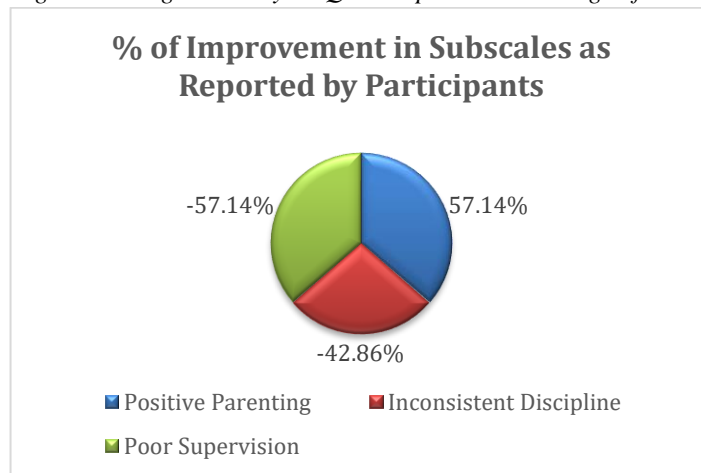
Figure 42: Pt. 2 of the Family Functioning Questions



Logan County Alabama Parenting Questionnaire Short Form:

In responding to the questions on the Alabama Parenting Questionnaire, parents/caregivers indicated that they increased their use of positive parenting skills over the course of The Parent Project. The Poor Supervision subscale was reported to have decreased, also indicating positive impacts. While the Inconsistent Discipline did not decrease quite as much, it still went in the right direction. Parents/caregivers found they were most successful at reversing the bad habit of “You let your child out of a punishment early” as well as doing better with “Your child stays out in the evening after the time they are supposed to be home”. In summary, the Alabama Parenting Questionnaire Short Form demonstrated positive outcomes in parenting skills, with the most improvement being made equally in Positive Parenting and Poor Supervision. (See Fig.43)

Figure 43: Logan County APQ-SF Reported Percentage of Change



Logan County Strengths & Difficulties Questionnaire:

Data from the Strengths and Difficulties Questionnaire from parents/caregivers in Logan County does not demonstrate success yet in achieving the outcomes set forth by The Parent Project. The majority of the responses on the Prosocial Behaviors Subscale decreased on an average of (-.22 points) from pre-test to post-test, with the exception of “Shares readily with others” and “Kind to younger kids” showing no change (See Figure 44.) The responses to the remaining questions show both increases and decreases in problem behaviors, but more increases overall. (See Figures 45 & 46). These results indicate some strengthening in children’s prosocial behaviors but still room for improvement with some problematic behaviors. It should be considered that parents’ responses at the end of the class may more accurately reflect actual youth behaviors due to building trust with facilitators and other participants over the 10-week experience as well as recognizing they are not the only parents struggling with their children at home.

Figure 44: Logan County Prosocial Subscale Response Average

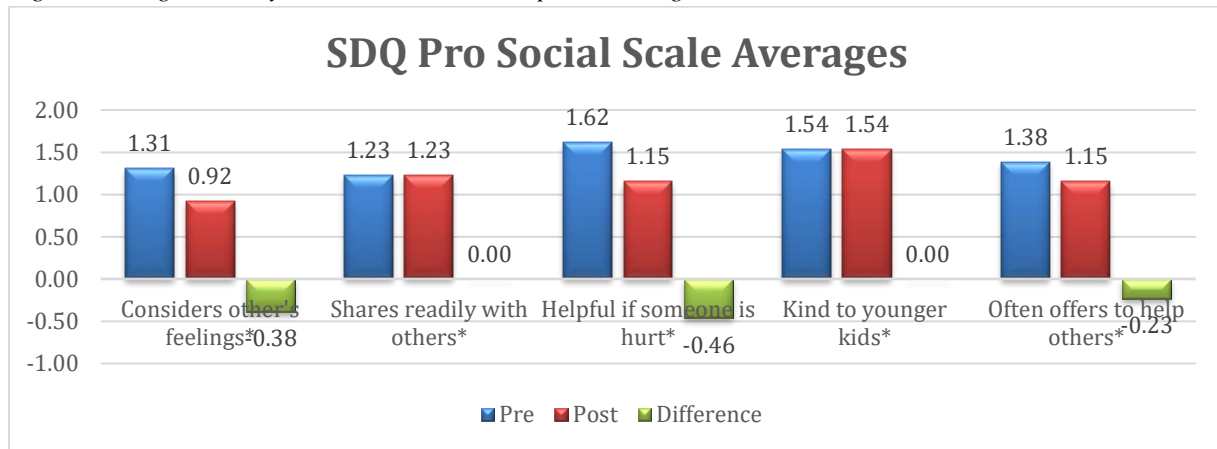


Figure 45: Logan County SDQ Response Averages (Part 1)

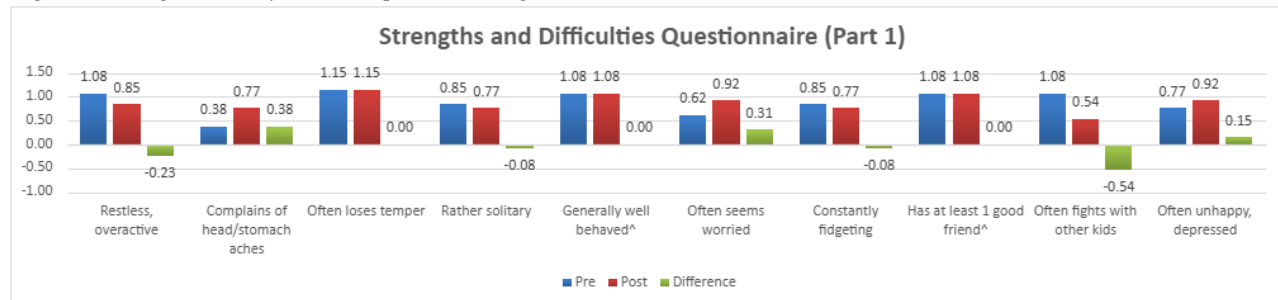
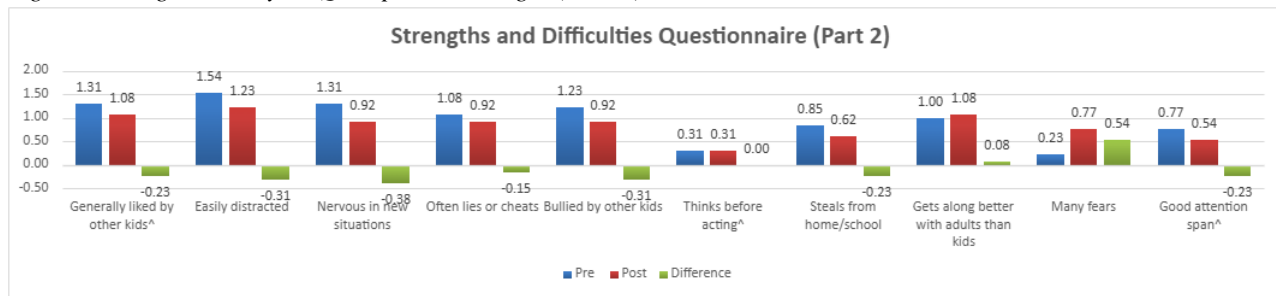
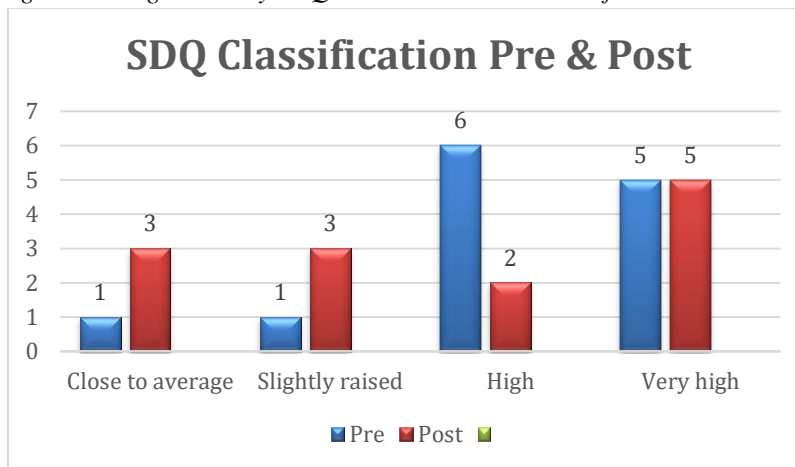


Figure 46: Logan County SDQ Response Averages (Part 2)



The individual classification scores indicated a drop from the high range but the very high range did stay the same. The overall actual scores indicate improvement within that range. While this may suggest a decrease in problem behaviors, it is likely that participants may benefit from additional supportive interventions (see Figure 47).

Figure 47: Logan County SDQ Problem Behavior Classification



Logan County Parent Empowerment Scale:

Parents/caregivers in Logan County indicate that, on average, they did not feel more skilled as parents via their responses to the Parent Empowerment Scale. Data unfortunately dropped slightly in a negative direction, indicating that parents/caregivers possibly needed more time to use the newly learned skills and tools in handling their children and the day-to-day difficulties they are encountering (see Figures 48 & 49). Average responses decreased by 0.14, indicating that respondents likely did not feel more empowered and knowledgeable as parents after completing The Parent Project.

Figure 48: Logan County Parent Empowerment Scale Average Responses at Pre- and Post-Test (Part 1)

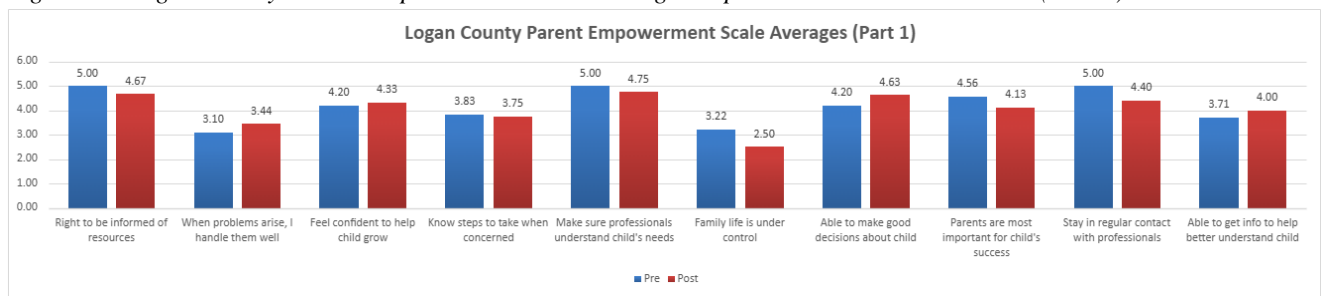
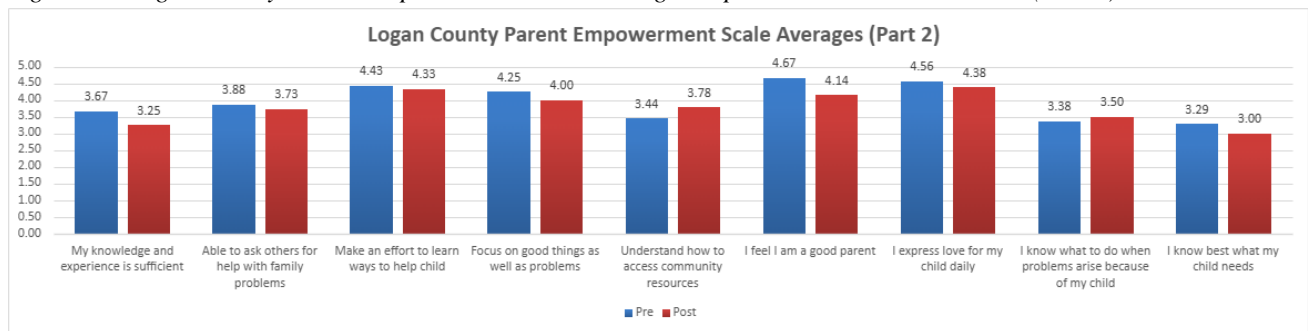


Figure 49: Logan County Parent Empowerment Scale Average Responses at Pre- and Post-test (Part 2)



Logan County Why Try:

Youth in Logan County had an average change in total score from pre-test to post-test of 9.7 points and an average change per question of .4. (See Figures 50, 51 & 52). This would indicate that the participants in Why Try experienced and reported positive changes in their behavior. Results suggest that youth participants could identify many people to help them solve problems and were more likely to reach out for help to those support systems. The strength of change indicated in these statements demonstrates that the young people participating in Why Try are internalizing the messages and skills taught in the program to improve their approaches to day-to-day challenges.

Figure 50: Logan County Why Try Assessment Average Responses (Part 1)

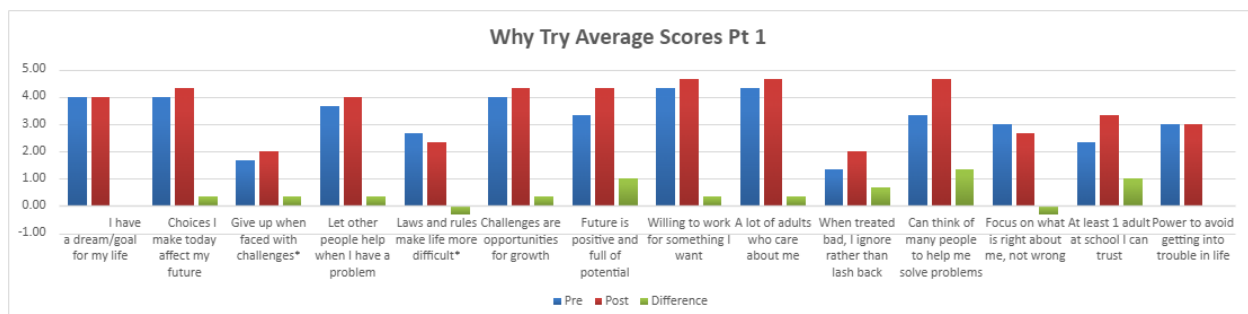


Figure 51: Logan County Why Try Assessment Average Responses (Part 2)

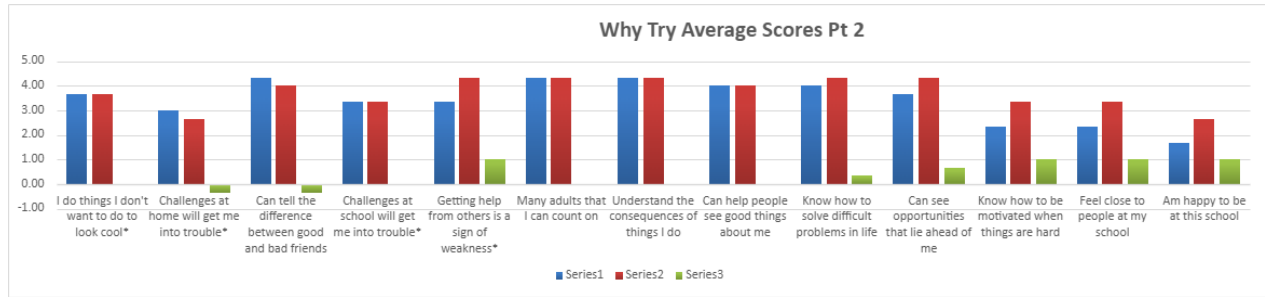
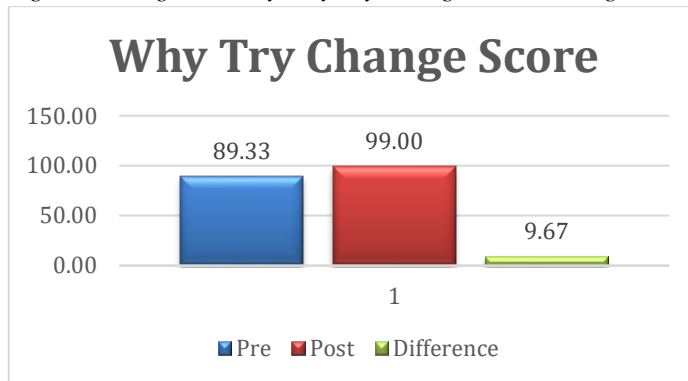


Figure 52: Logan County Why Try Change Score Average



Logan County Summary & Recommendations:

Logan County's Parent Project had a high retention rate with 90% of participants completing the program. Overall, it appears that both parents/caregivers and young people were demonstrating some positive outcomes. A high percentage (84.6%) of participants reported that their family functioning was "Better" after completing The Parent Project, which is encouraging. Parents also reported that following Parent Project classes, they used more consistent forms of discipline and better supervised their children. Why Try youth results reported that participants viewed their supports systems improved as well as their ability to ask for help.

The primary recommendation for Logan County is to continue focusing on increasing class size, recruitment, and referral. By increasing the number of participants, data will be more rigorous and able to stand up to further interpretation. In addition, ensuring participants complete both pre-and post-test measures will continue to be important.

Multi-Year Data: Butler County

2014: 174 Participants (21 dropped out) – 88% retention

2015: 142 Participants (43 dropped out) – 70% retention

2016: 93 Participants (53 dropped out) – 43% retention

2017: 124 Participants (26 incomplete/dropped out) – 80% retention

2018: 61 Participants (25 dropped out/missing completion data) – 59% retention

2019: 110 Participants (69 did not finish) – 37% retention (COVID-19)

2020: 61 Participants (13 did not finish) – 79% retention (COVID-19)

2021: 96 Participants (23 did not finish) - 76% retention

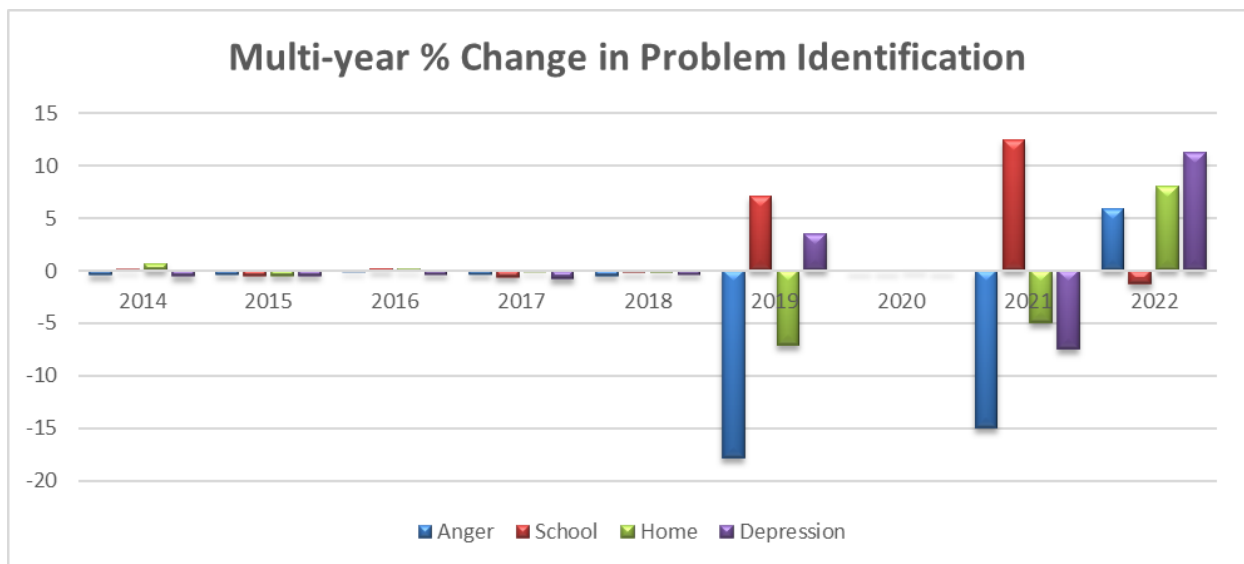
2022: 83 Participants (20 did not finish) - 76% retention

Retention rates have remained relatively the same over the past 3 program years.

Problem Identification:

2022 data offered more varied responses in problem behaviors than in years past. (See Figure 53)

Figure 53: Butler County Multi-Year Problem Identification



Family Functioning:

Family functioning data in Butler County was fairly consistent from 2015-2018. The data rose each year peaking in 2020 with 83% of participants reporting “Respect” in the family and remaining high in 2022 with 78.95%. 2014 continues to be the highest year ever in reporting this. (See Figure 54). In the assessment of “How is My Family Doing”, almost 90% of respondents reported improvement in family functioning in 2022 & 2023. (See Figure 55).

Figure 54: Butler County Multi-Year Family Functioning Differences

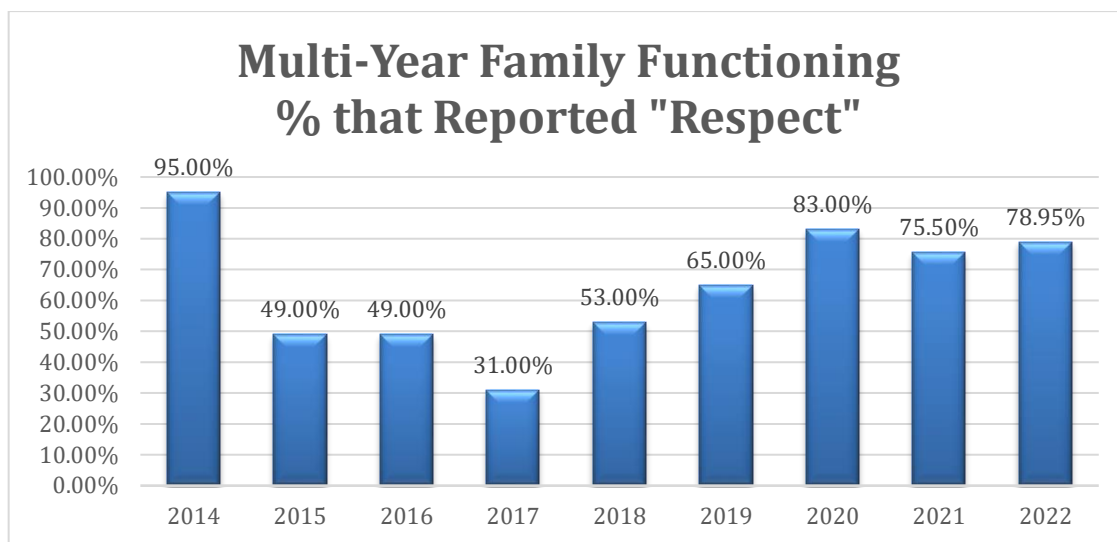
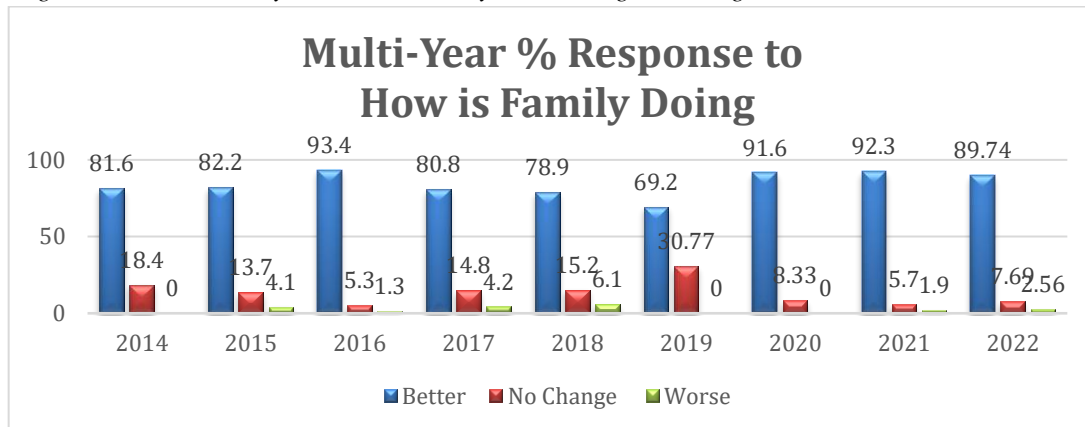


Figure 55: Butler County Multi-Year Family Functioning Percentages



Alabama Parenting Questionnaire:

The pattern of the Alabama Parenting Questionnaire subscale data for 2022 is similar to previous years. The average changes from pre-test to post-test are very insignificant for the Positive Parenting, Inconsistent Discipline and Poor Supervision subscales (See Figures 56, 57 & 58). This is possibly due to parents feeling that they are already utilizing positive parenting skills, consistent discipline and adequately supervising their children at the beginning of the program.

Figure 56: Butler County Multi-Year APQ Positive Parenting Average Response Differences

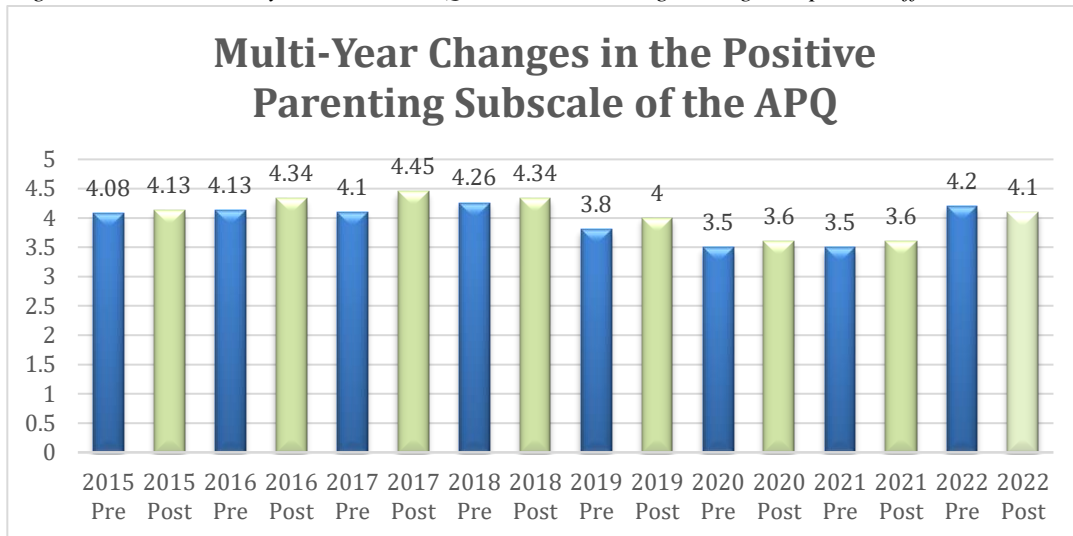


Figure 57: Butler County Multi-Year APQ Inconsistent Discipline Average Responses

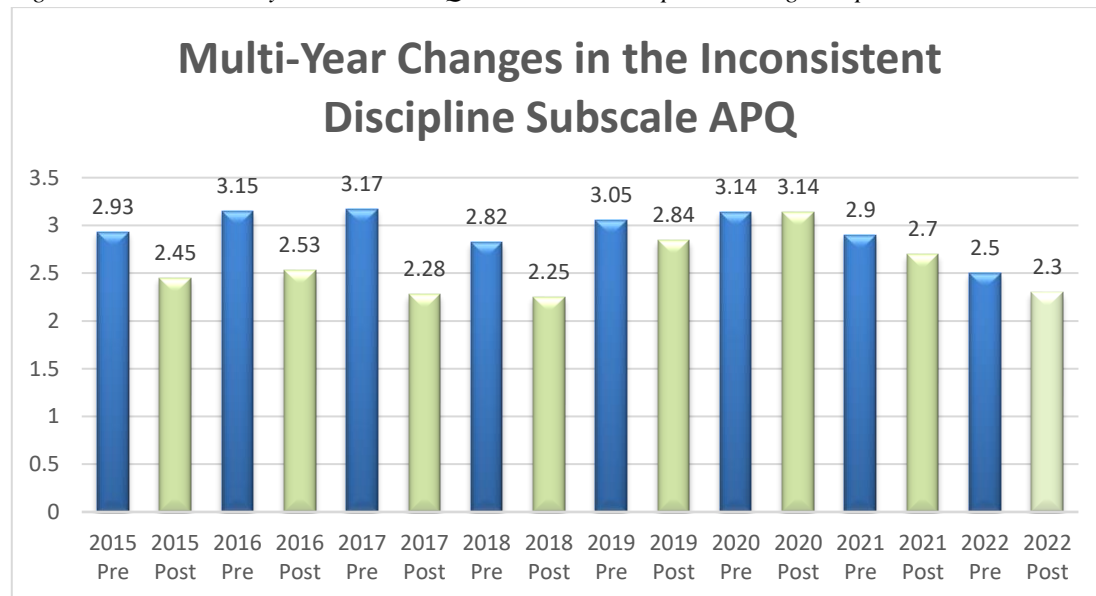
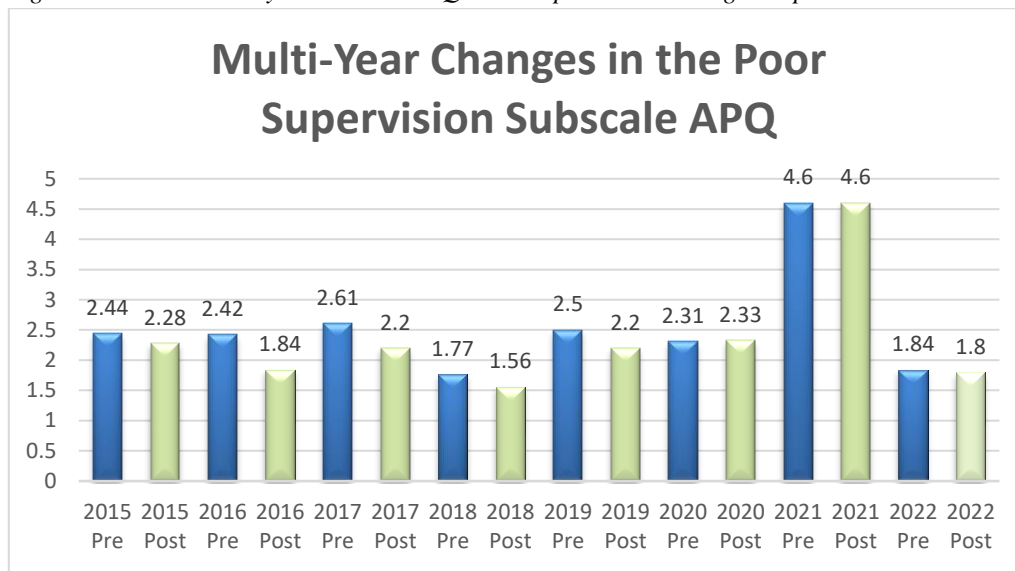


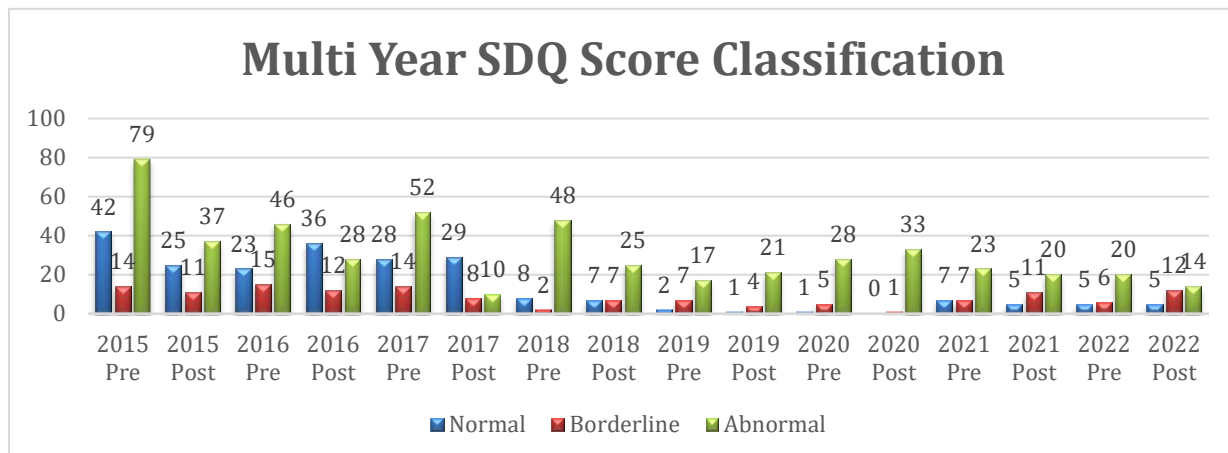
Figure 58: Butler County Multi-Year APQ Poor Supervision Average Responses



Strengths & Difficulties Questionnaire:

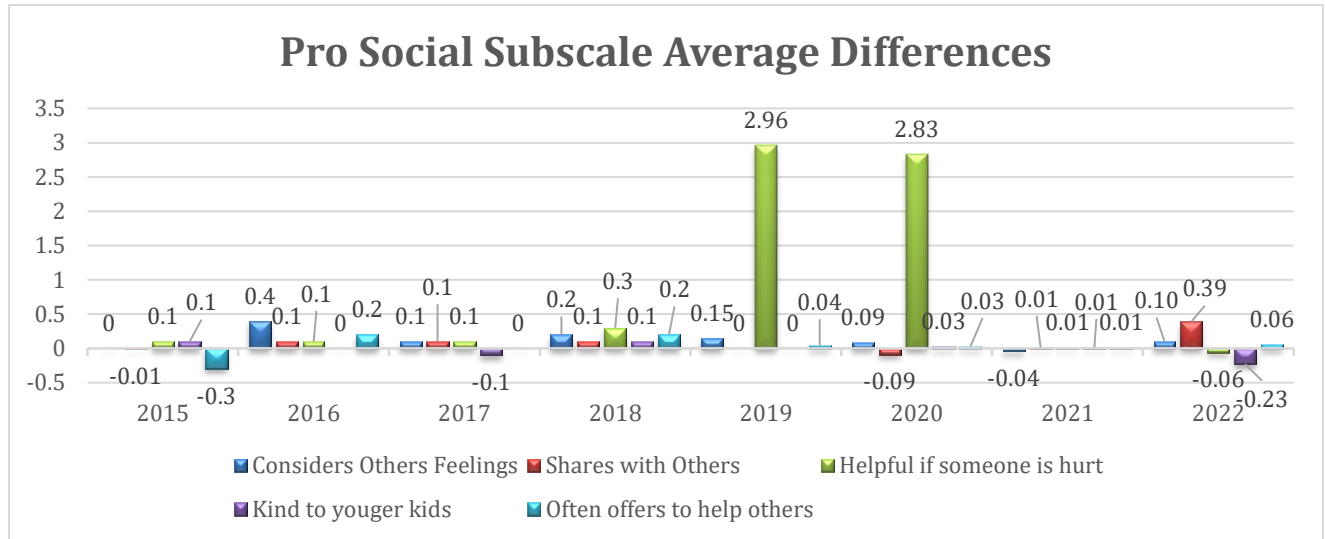
Compared to previous years, the 2022 evaluation year shows some movement from “Abnormal” to “Borderline” or “Normal” compared to previous years. (See Figure 59). Current 2022 SDQ data was converted to previous classification scheme for the sake of comparison (those classified as “High” and “Very High” were combined into the single category of “Abnormal”).

Figure 59: Butler County Multi-Year SDQ Score Classification



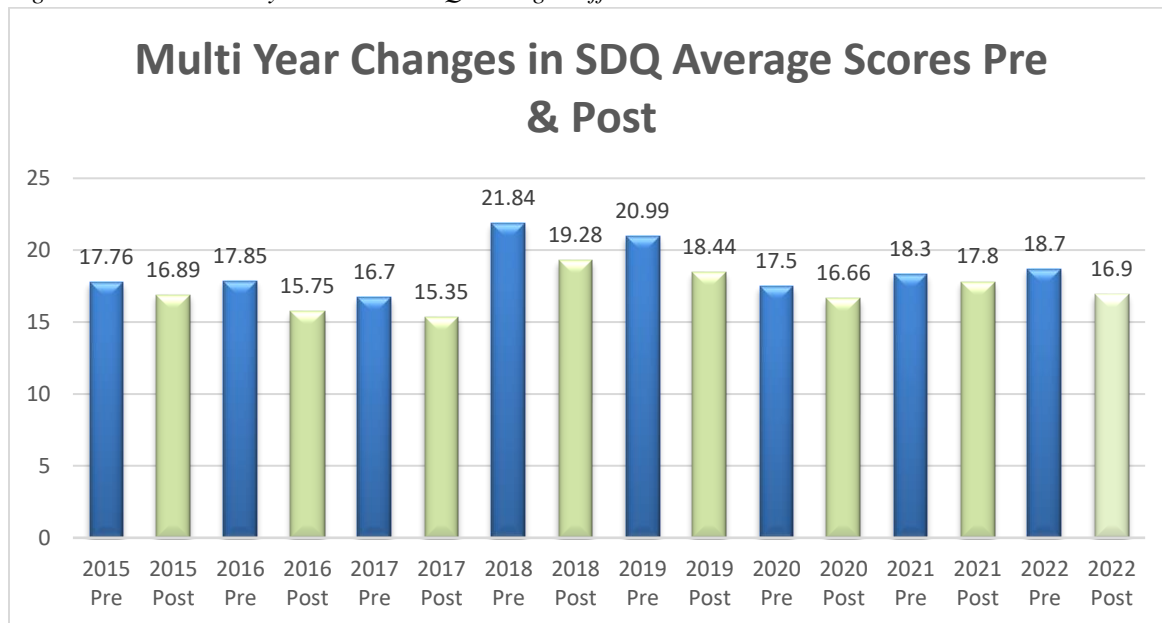
Data reported in the 2022 SDQ demonstrates only a slight change in the Prosocial Subscale with how parents felt about the changes in their child's behavior. (See Figure 60).

Figure 60: Butler Co Multi-Year SDQ Prosocial Subscale Average Differences



The differences in pre-test and post-test scores for the Strengths and Difficulties Questionnaire in the current evaluation year are still within the average range of previous years and remain similar to previous program years (See Figure 61). These differences indicate that participants showed reductions in the reports of difficulties.

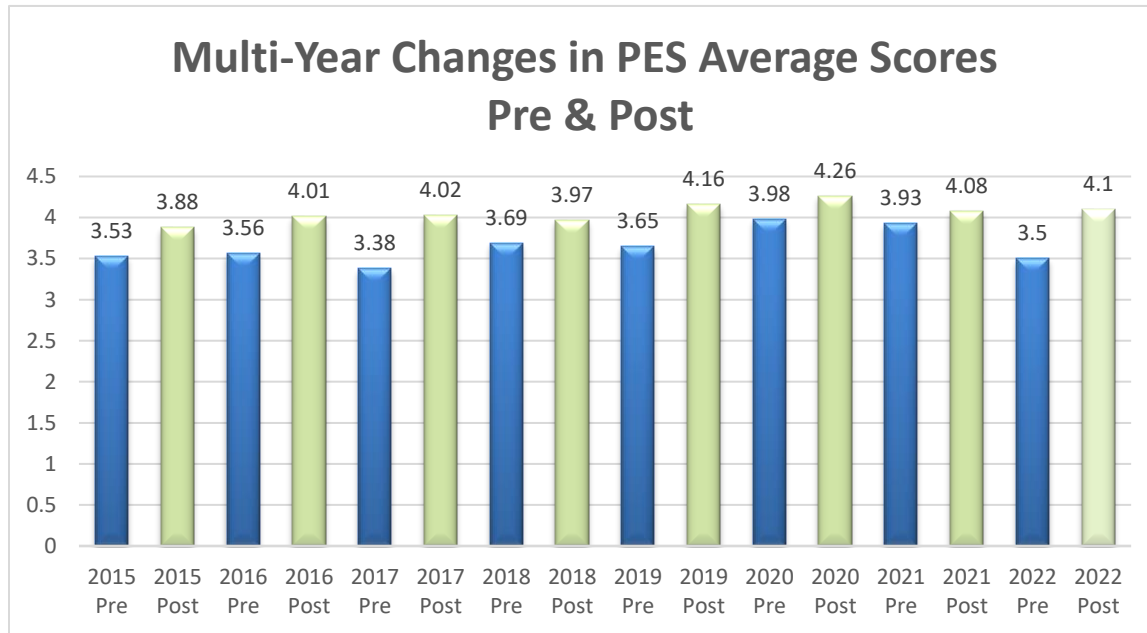
Figure 61: Butler County Multi-Year SDQ Average Differences



Parent Empowerment Scale:

The average increase in Parent Empowerment Scale score is slightly larger to previous years. (See Figure 62). Post-test scores are consistent with those of the past. Data from 2022 demonstrates what has been the norm for Butler County.

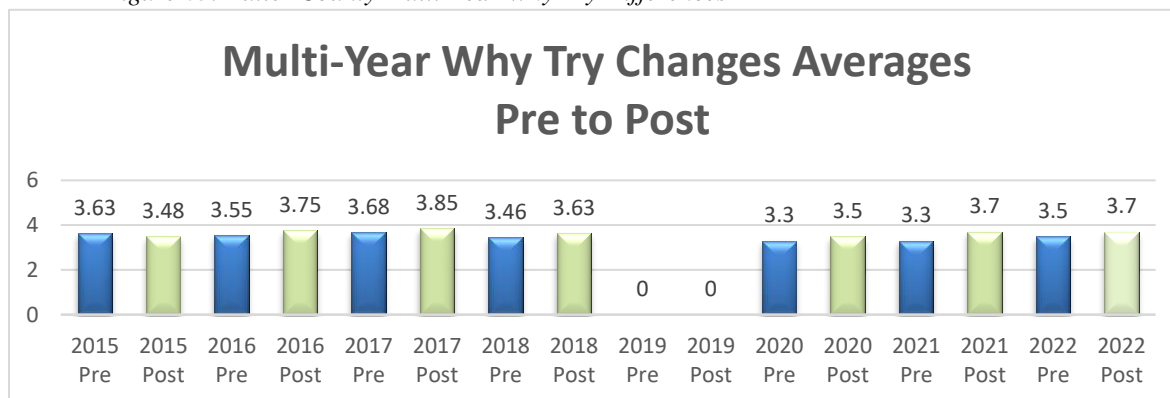
Figure 62: Butler County Multi-Year PES Average Differences



Why Try:

With the exception of 2019, when no data was due to the pandemic, youth participating in Why Try since 2016 report consistent improvements in positive attitudes, behaviors, and coping mechanisms over the past seven years. (See Figure 63).

Figure 63: Butler County Multi-Year Why Try Differences



Multi-Year Summary: Butler County

Since 2014, The Parent Project in Butler County has demonstrated improvements in family functioning following completion of the program. While recruitment of total participants decreased in 2020 in comparison to 2019, likely due to the pandemic, Butler County had a significant increase in number of participants in 2021. The 2022 program had a decrease of 15% participants in comparison to the prior year. Retention rates have been consistent over the past 3 program years averaging 77%. The offering of virtual classes may have impacted retention rates due to increased access to the remote class format. Parents and caregivers report improvement in all of the four categories of problems, as well as greater confidence and knowledge in coping with parenting challenges. Across all years, parents report reduced use of inconsistent discipline and fewer difficulties in their children.

Multi-Year Data: Preble County

There is a gap in Preble County Parent Project's pre/post data from 2019 – 2021. The pandemic, low participants numbers and staffing issues likely contributed to the lack of data. Data for the 2022-23 program year was successfully collected enabling Preble County's outcome results to be included in the 2022 Multi-Year reporting.

2015: 11 Participants (0 dropped out) - 100% retention

2016: 20 Participants (1 dropped out) - 95 % retention

2017: 16 Participants (0 dropped out) - 100% retention

2018: 5 Participants (0 dropped out) - 100% retention

2018: Why Try only: 12 Participants (0 dropped out) - 100% retention

2019: 20 Participants (All Dropped due to COVID-19 Issues & Employee Turnover)

2020: 5 (0 Dropped out) - 100% retention

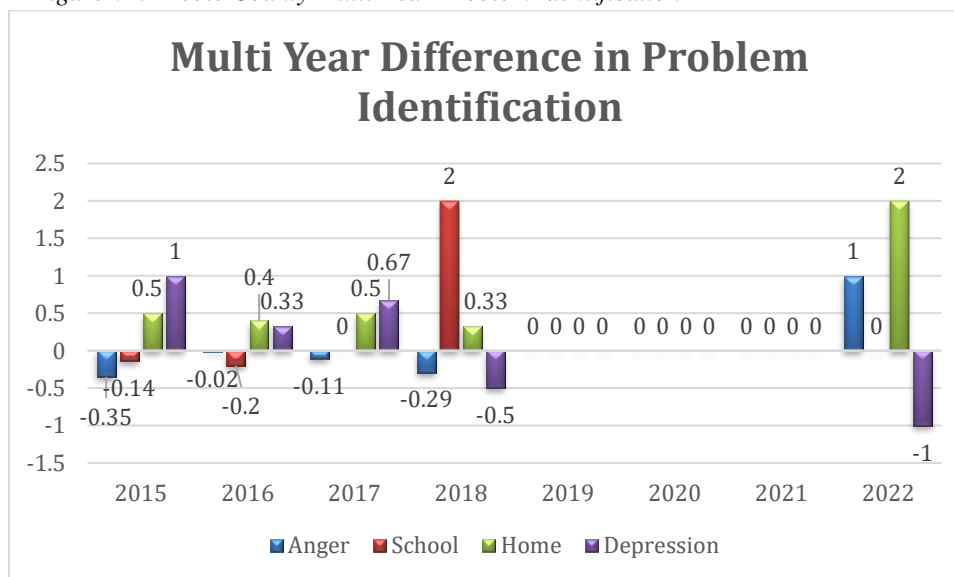
2021: 3 (2 Dropped out) - 33% retention

2022: 16 (7 Dropped out) - 56.25% retention

Problem Identification:

Depression-related problems decreased significantly in 2022 in Preble County in comparison to other program years, which is hopeful. Compared to the majority of other years, 2022 Preble County data indicates no evidence of school problems while anger problems and problems associated with the home increased. (See Figure 64).

Figure 64: Preble County Multi-Year Problem Identification



Family Functioning:

Across program years, with the exception of 2015, participants reported positive change when responding to the statement “All my family respect one another and work together for the good of our family” following the program. The 2022 Average Change score is the highest to date for Preble County. Responses to how the family is doing indicate that a high percentage of participants are doing better. While 2022 “Better” results (50%) are the lowest to date, 33% of participants reported “No Change” to their family’s functioning following The Parent Project. This is unique to 2022 and may indicate that some participants are still in the process of implementing program strategies but are yet to see improvement in youth behavior. (See Figures 65 & 66.)

Figure 65: Preble County Multi-Year Family Functioning PT 1

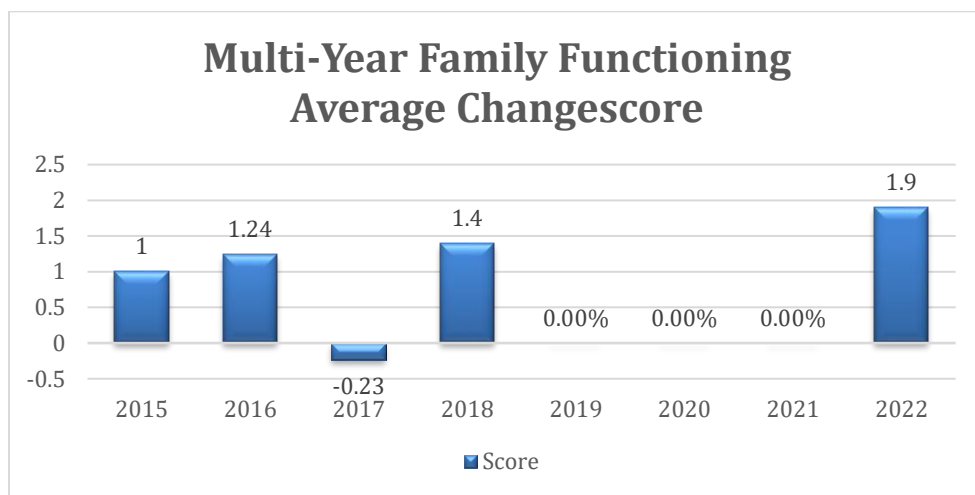
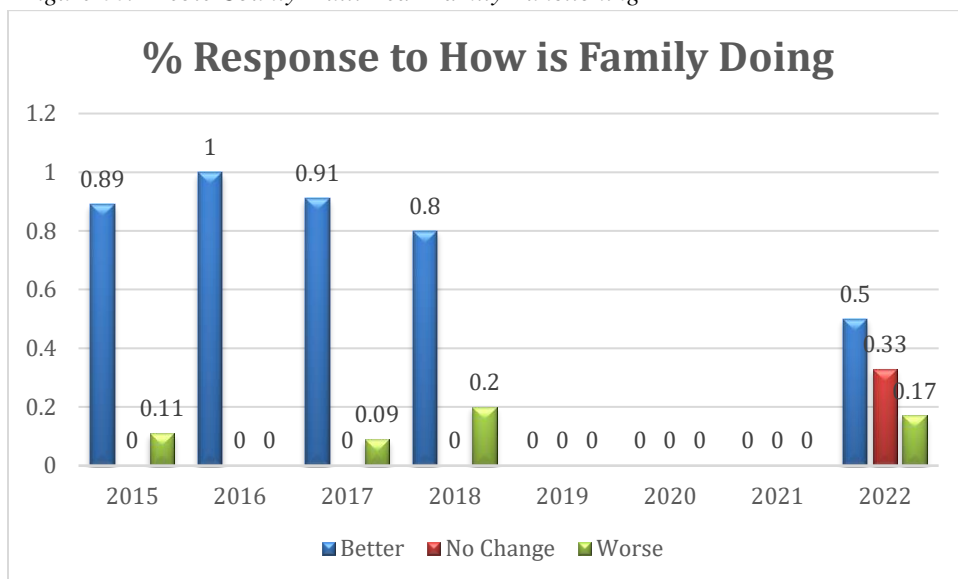


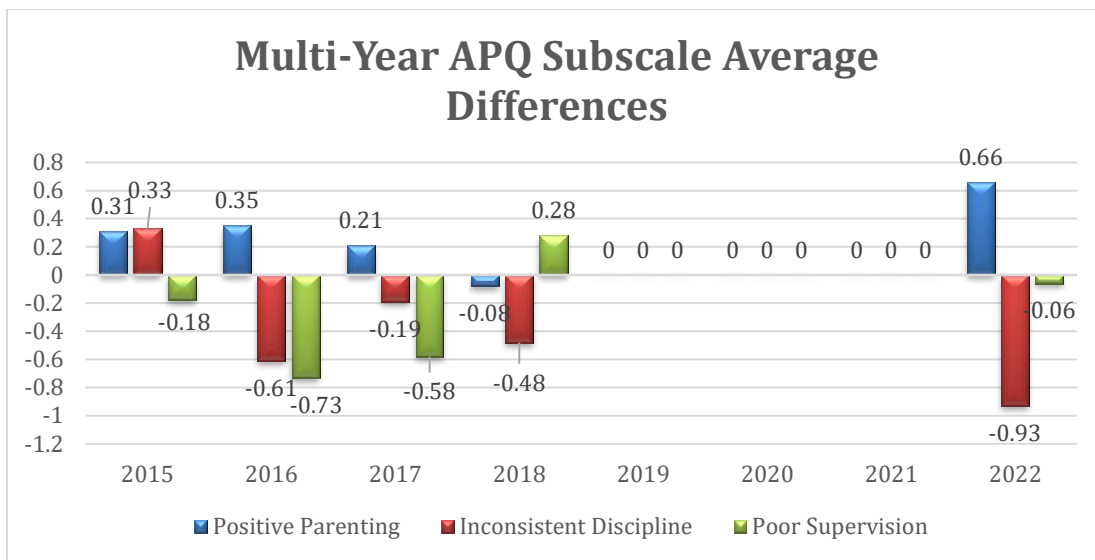
Figure 66: Preble County Multi-Year Family Functioning PT 2



Alabama Parenting Questionnaire:

Data from the Preble County Alabama Parenting Questionnaire for 2022 appears somewhat consistent with previous years demonstrating positive differences in all subscales. The data for 2022 shows higher positive differences in Positive Parenting and use of Inconsistent Discipline strategies than any other year with available data. In contrast, change in the subscale Poor Supervision was lower than the majority of prior years.

Figure 67: Preble County Multi-Year APQ Subscale Differences



Strengths and Difficulties Questionnaire:

The Strengths and Difficulties Questionnaire for 2022 is somewhat hard to interpret given the small number of participants. The number of participants classified as “Abnormal” decreased as did the number of participants classified as “Borderline” and “Normal”. Overall, differences in the Pro-Social subscale for 2022 are somewhat hard to interpret due to the inconsistency of data across all program years. Data from 2022 does indicate that there was positive change in 4 of the 5 Pro-Social subscales which is an increase over most previous years with available data. More data will be needed to identify the extent to which these trends are being driven by individual participants or an overall pattern. (See Figures 68 & 69.) The average change of the non-Prosocial subscale data shows a significant increase in 2018, which is the opposite of both the desired movement and trends of previous years. Although Change Score data in 2022 is much lower than 2018 it also indicates a change in the opposite direction. Due to a gap in data between 2019 and 2022 it will be important in future years to determine if this is the beginning of a trend towards greater difficulties following the Parent Project or an artifact of a small sample size. (See Figure 70).

Figure 68: Preble County Multi-Year Difference in SDQ Score Classification

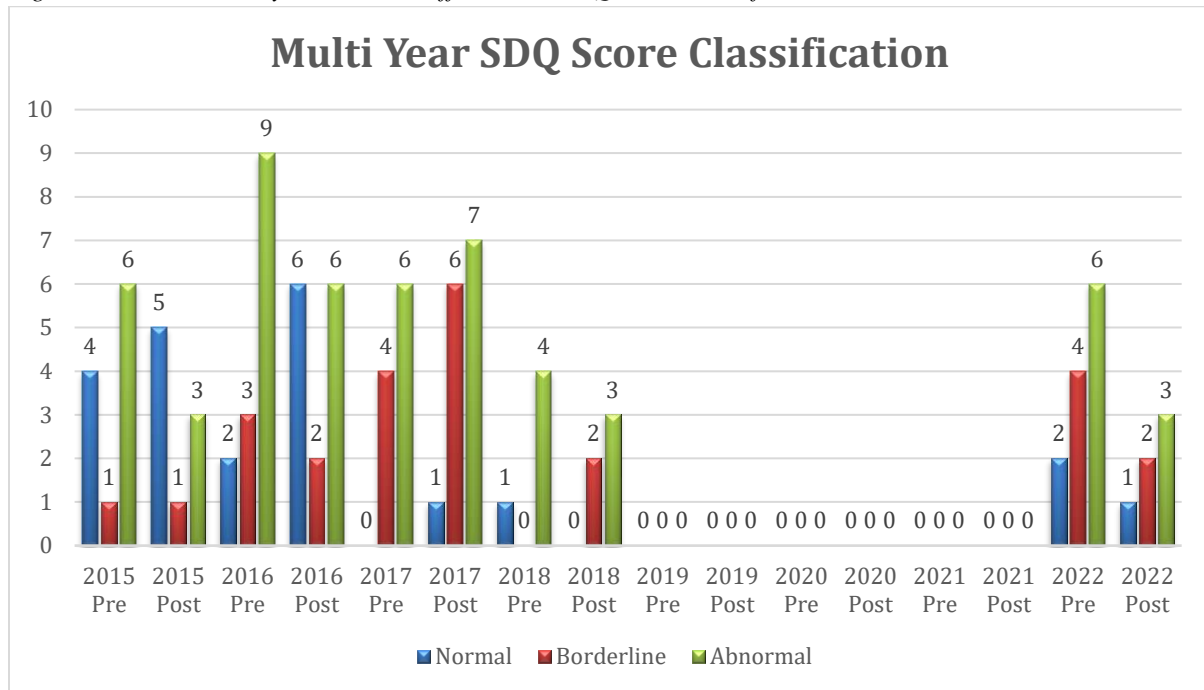


Figure 69: Preble County Multi-Year Difference in Prosocial Subscale

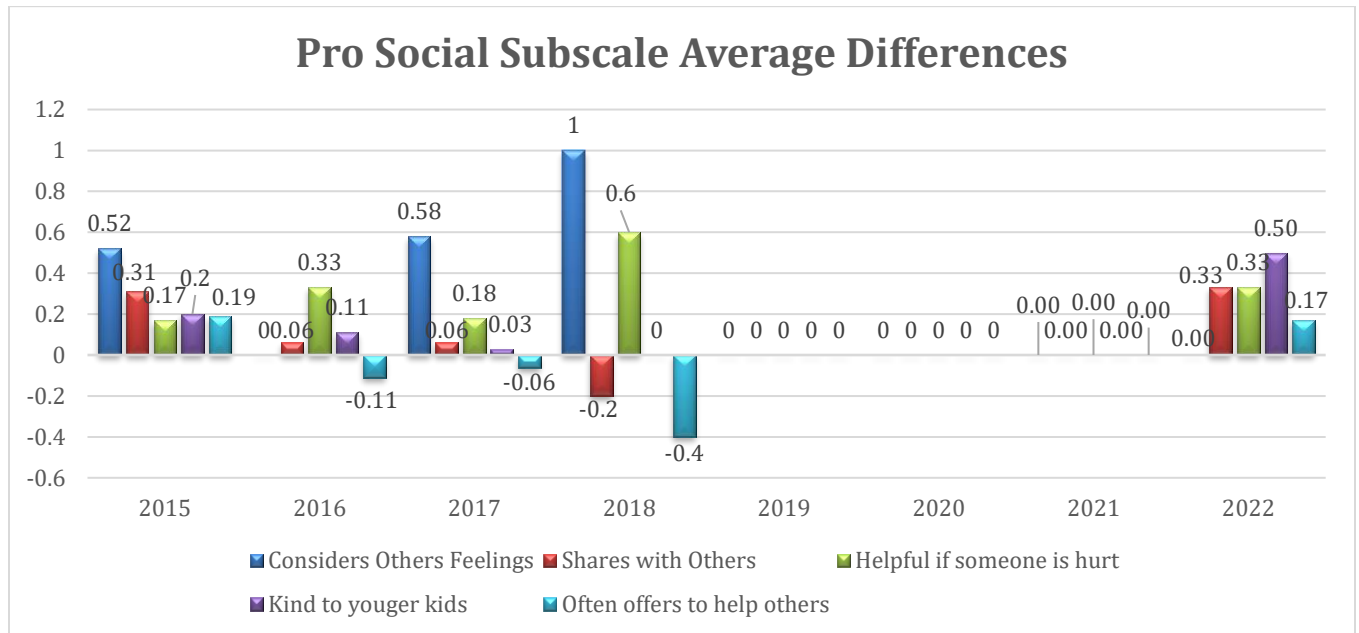
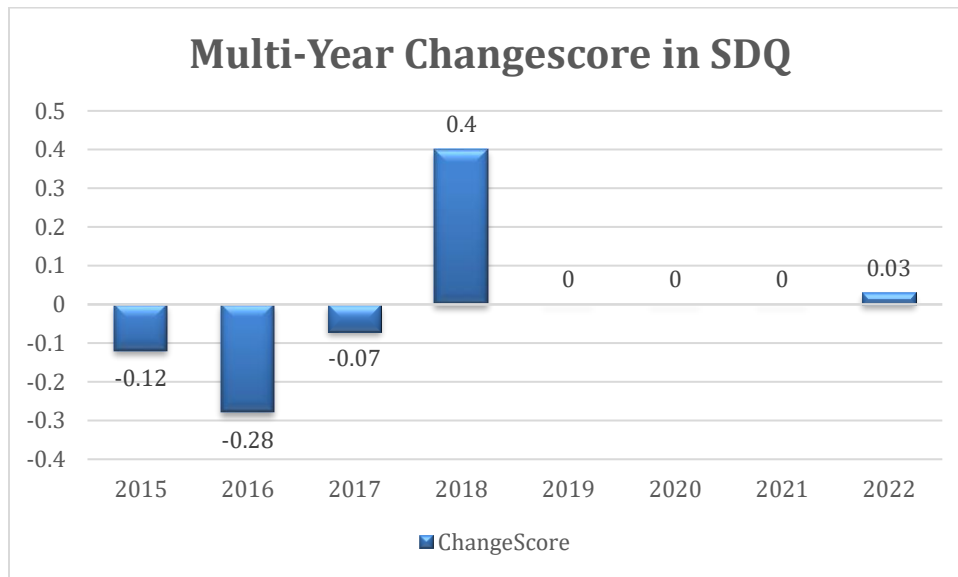


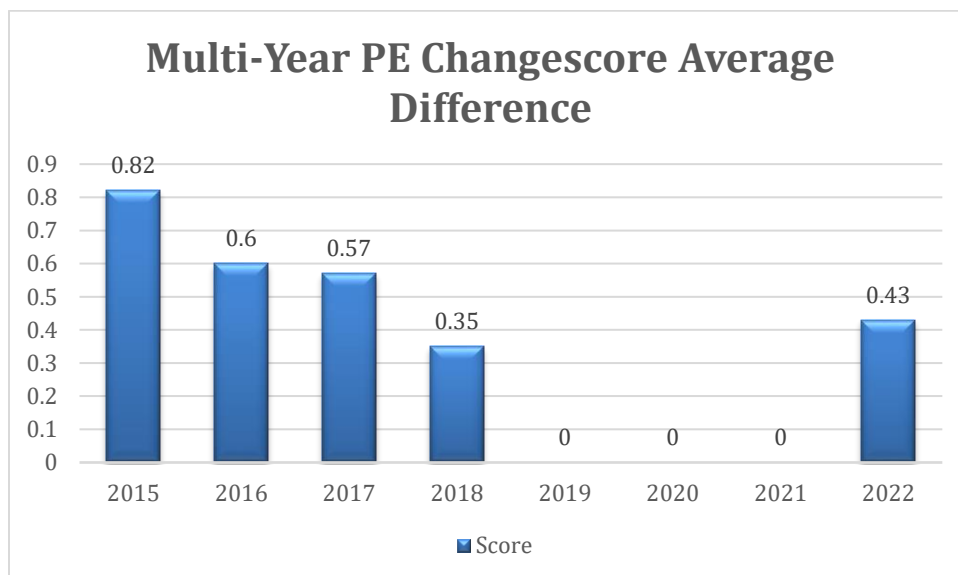
Figure 70: Preble County Multi-Year Difference in SDQ Averages



Parent Empowerment Scale:

Parent Empowerment Scale data for 2022 is relatively consistent with that of previous years. Preble County parents/caregivers appear to continue to gain confidence in their ability to provide for their children. (See Figure 71.)

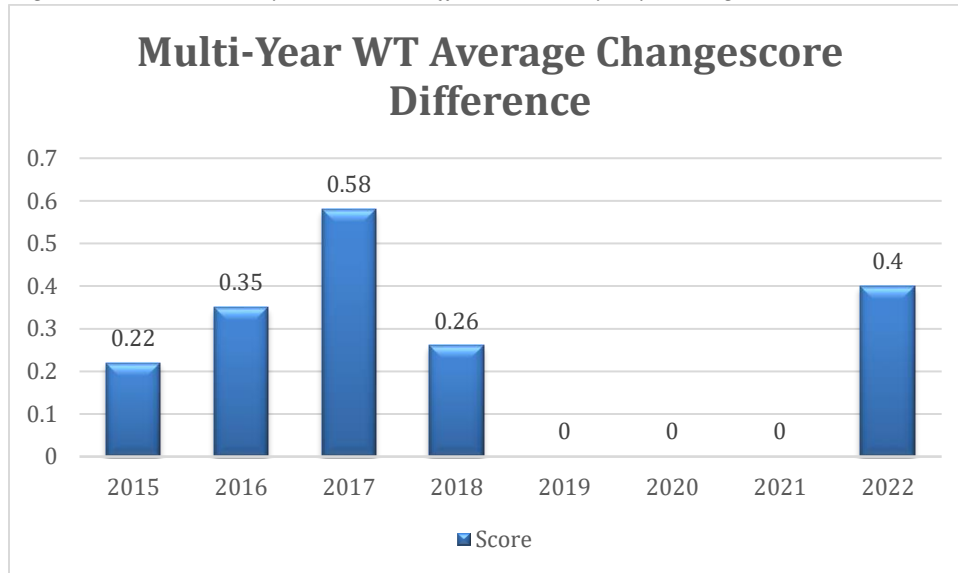
Figure 71: Preble County Multi-Year Difference in PES Averages



Why Try:

The Why Try data, from years when data was available, showed continuing positive results for Logan County. (See Figure 72.)

Figure 72: Preble County Multi-Year Difference in Why Try Averages



Multi-Year Summary: Preble County

Since 2015, The Parent Project in Preble County has demonstrated improvements in family functioning following completion of the program. The exception were programs provided 2019 – 2021 where a gap in data collection was experienced. Recruitment was significantly improved in 2022 with an increase in participants over the past 2 program years. Preble County consistently has had very high retention rates since 2015 with the exception of 2019 with the onset of COVID-19 (all participants dropped) and 2021 (33%). Along with increasing participant numbers retention rates of participants are also on the rise. Generally, parents and caregivers report improvement in parenting and youth behavior. Our suggestion is for Preble County to continue to work on growing the classes and obtaining pre and post assessments to be better able to have complete data to do a complete analysis.

Multi-Year Data: Logan County

2017: 12 Participants (2 dropped out, 2 no response/missing data) – 83% retention

2018: 20 Participants (2 no response/missing data) – 90% retention

2019: 29 Participants (4 dropped out) – 86% retention

2020: 14 Participants (2 dropped out) – 86% retention

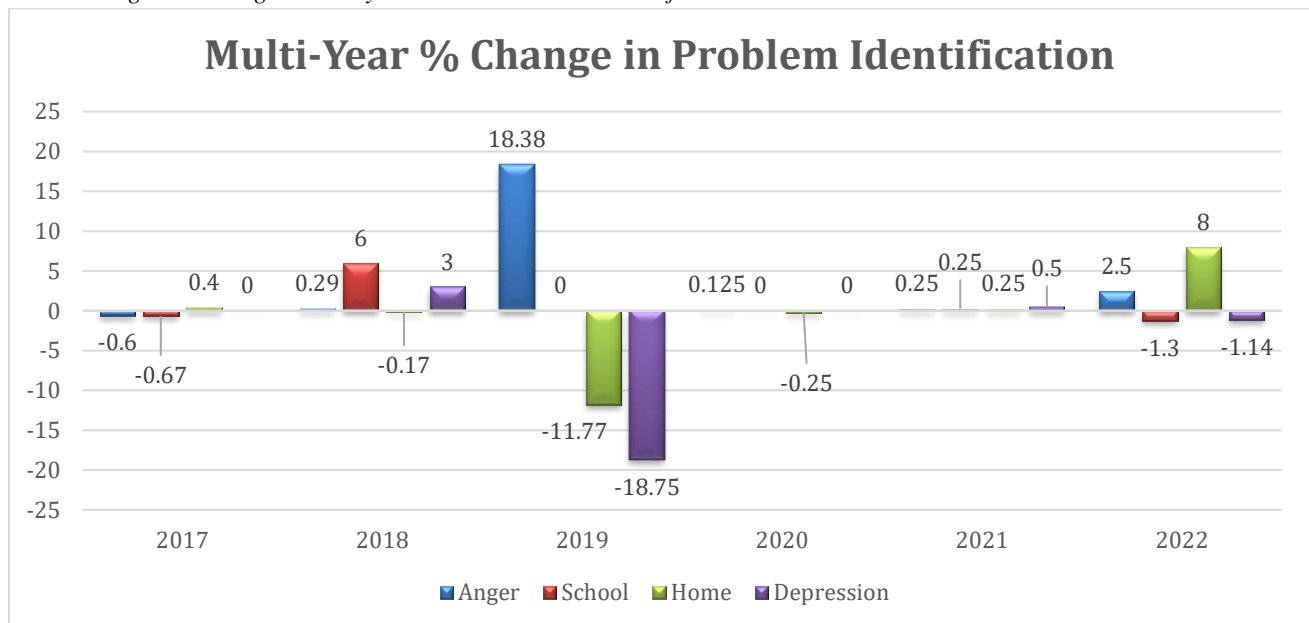
2021: 11 Participants (0 dropped out) – 100% retention

2022: 20 Participants (2 dropped out) – 90% retention

Problem Identification:

2022 did show varied changes in all problem areas.

Figure 73: Logan County Multi-Year Problem Identification



Family Functioning:

Agreement with the Family Functioning Statement continues to increase from pre-test to post-test (the interval from “Agree” to “Strongly Agree”); (See Figure 74). The data continues to suggest that family functioning appears to increase following The Parent Project.

Figure 74: Logan County Multi-Year Difference in Family Functioning Differences

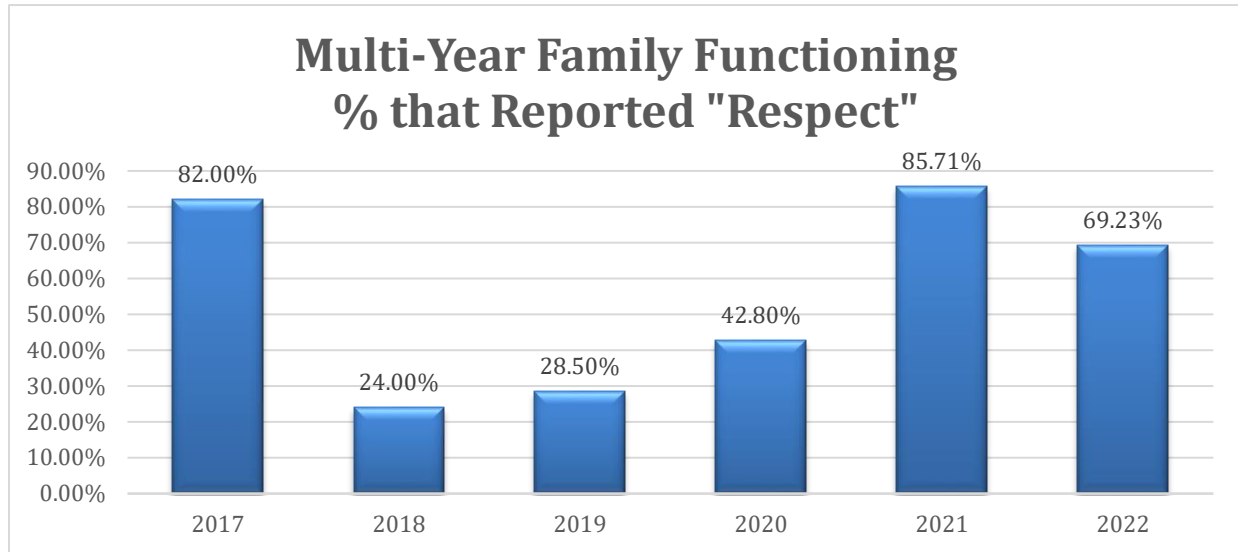
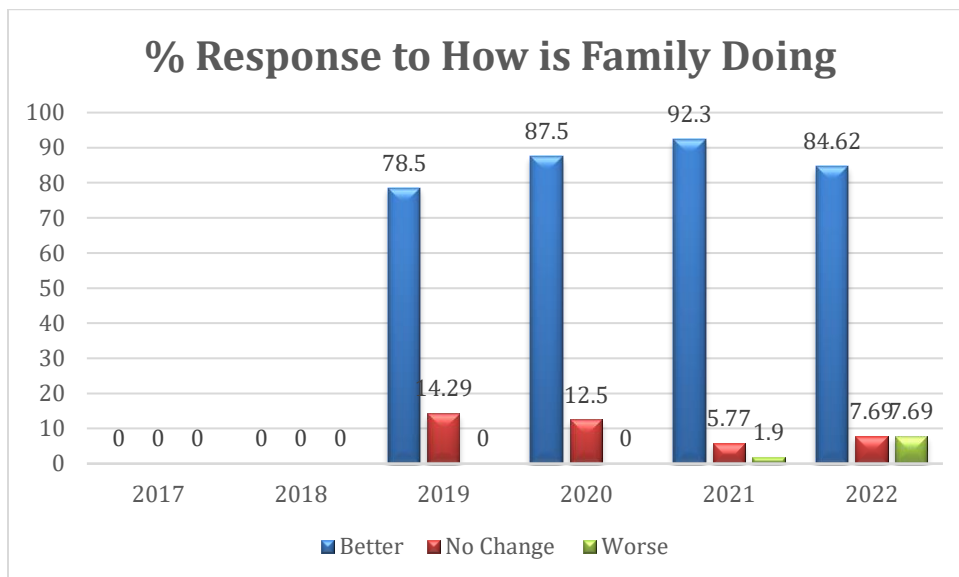


Figure 75: Logan County Multi-Year Family Functioning Percentages



Alabama Parenting Questionnaire Short Form:

2022 data from the Alabama Parenting Questionnaire Short Form shows scores on both the Inconsistent Discipline and Poor Supervision subscales fortunately decreased this year, as they should. (See Figures 76 & 77). However, Positive Parenting scores slightly decreased instead of increasing as they should have. (See Figure 78)

Figure 76: Logan County Multi-Year APQ Positive Parenting Differences

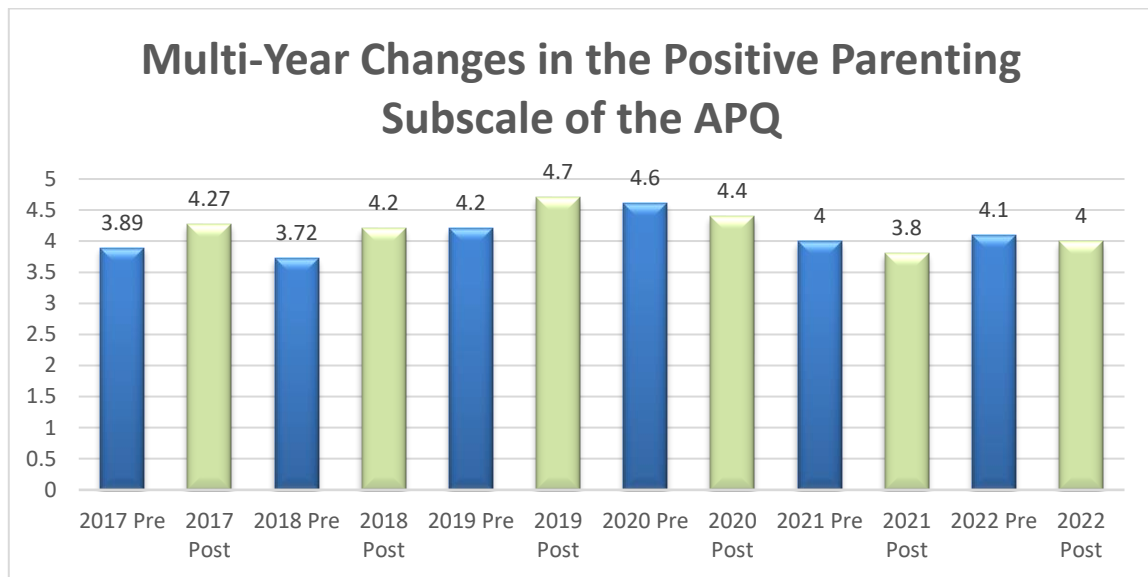


Figure 77: Logan County Multi-Year APQ Inconsistent Discipline Differences

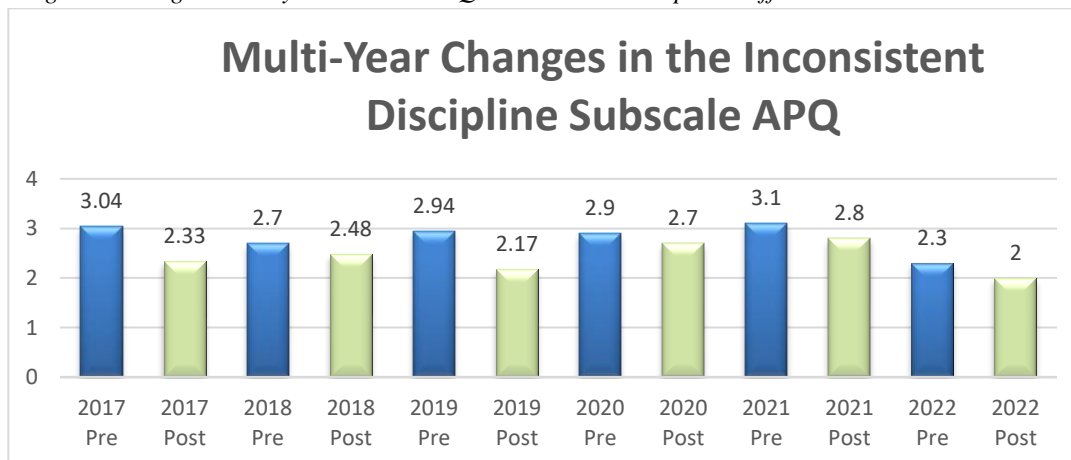
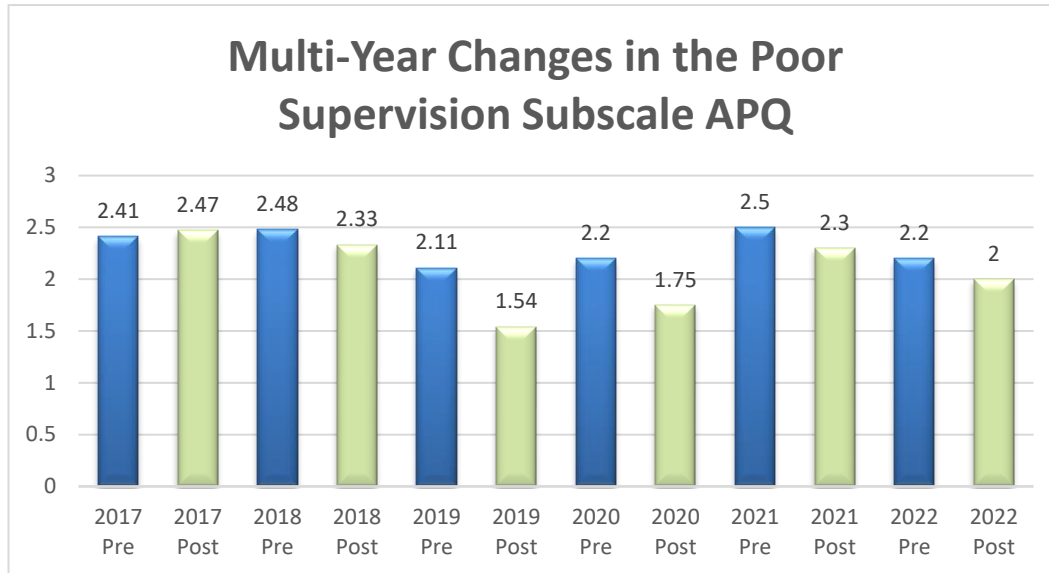


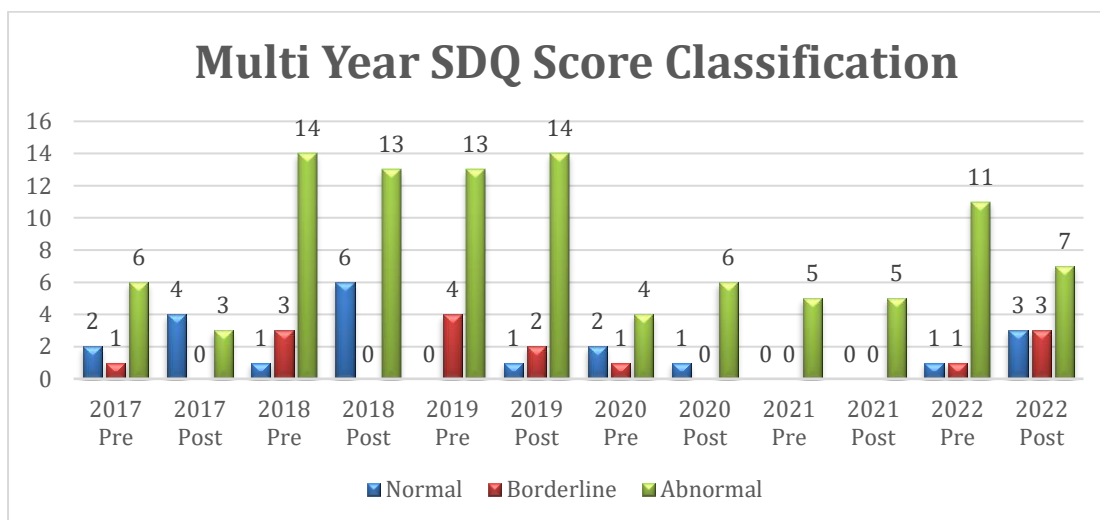
Figure 78: Logan County Multi-Year APQ Poor Supervision Differences



Strengths & Difficulties Questionnaire:

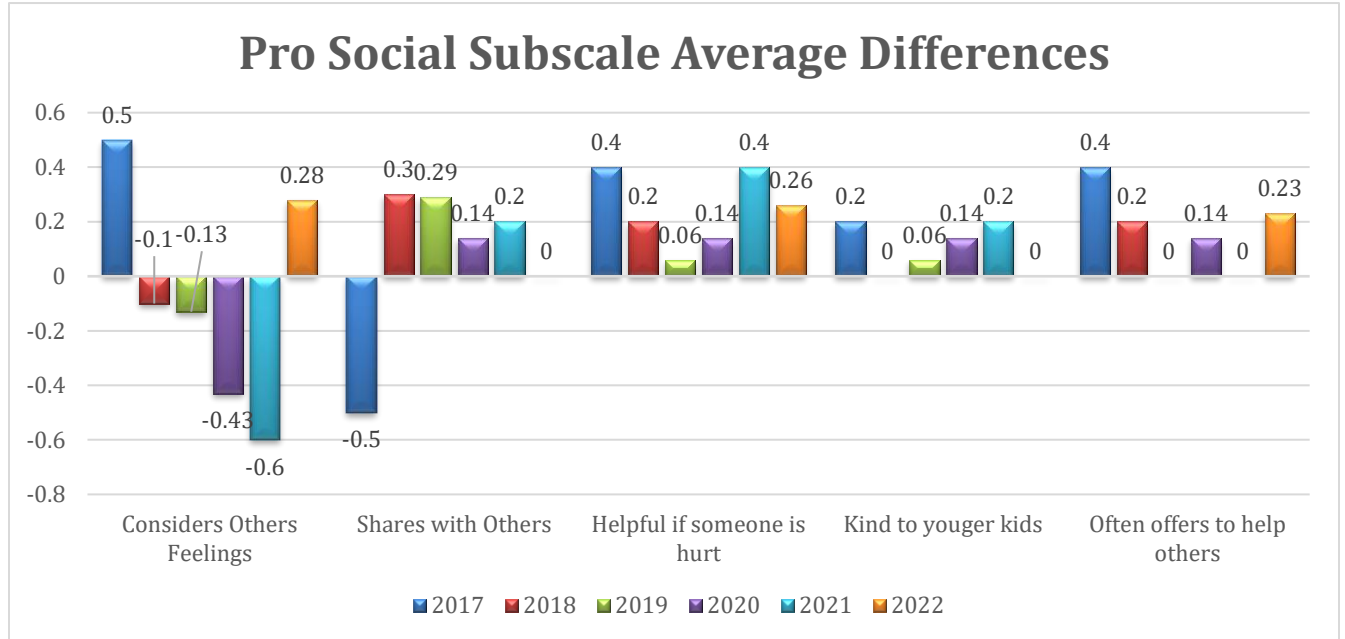
Based on the problem score created via the Strengths and Difficulties Questionnaire, 2022 data is consistent with the previous years. (See Figure 79).

Figure 79: Logan County Multi-Year Difference in SDQ Score Classification



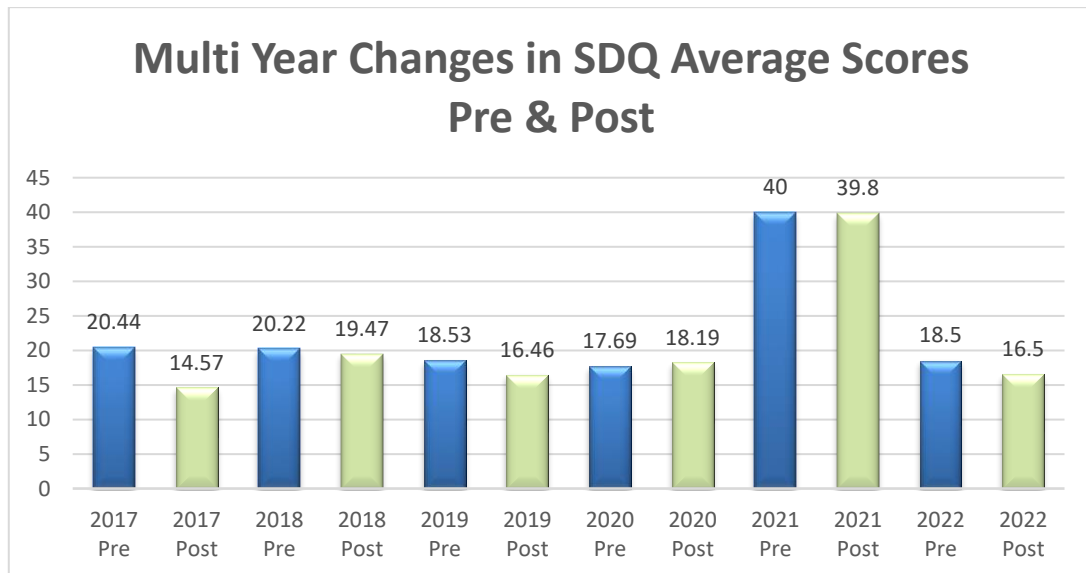
2022 data was varied in Pro-social subscale scores. All data is mostly consistent with previous years. (See Figure 80).

Figure 80: Logan County Multi-Year Difference in Prosocial Subscale



Finally, the average change in responses in 2022 for the Difficulties Subscale items is consistent with past years. (See Figure 81).

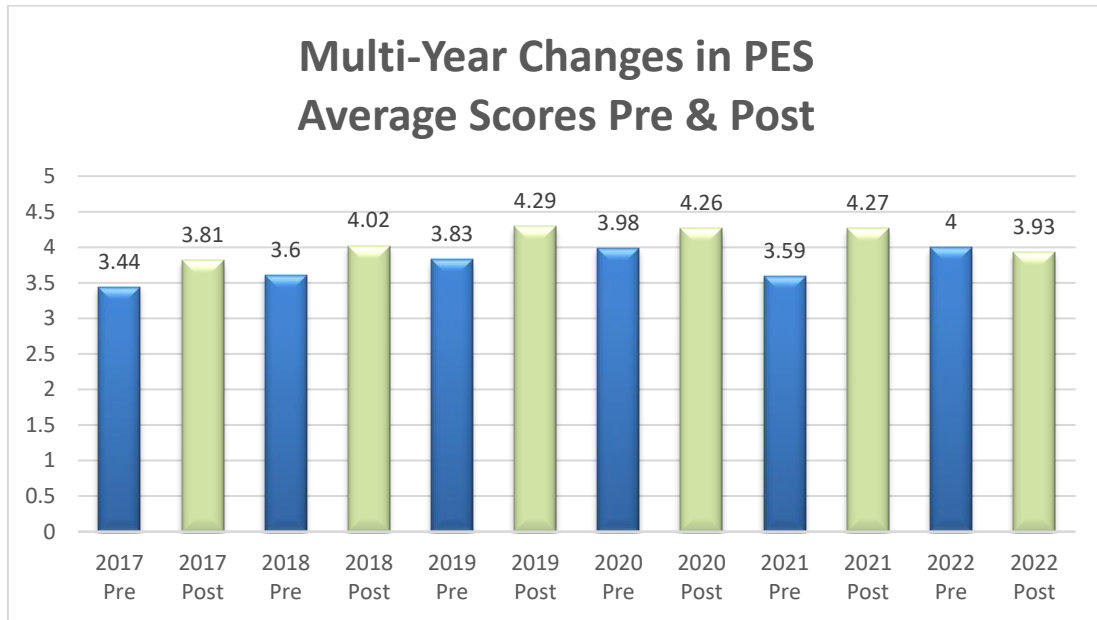
Figure 81: Logan County Multi-Year Difference in SDQ Averages



Parent Empowerment Scale:

Parent Empowerment Scale data in 2022 indicates little change in parent empowerment in comparison to all previous years. (See Figure 82).

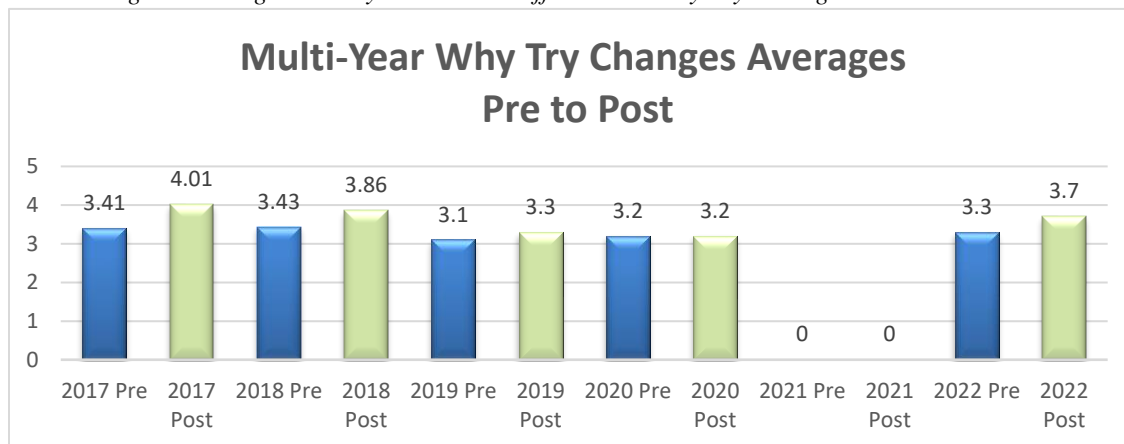
Figure 82: Logan County Multi-Year Difference in PES Averages



Why Try:

The Logan County Why Try data from 2022 showed improvement for the majority of program years where data was available.

Figure 83: Logan County Multi-Year Difference in Why Try Averages



Multi-Year Summary: Logan County

Participant recruitment has increased in 2022 over the past 2 program years with participant retention consistently remaining high since 2017. Overall, participants in The Parent Project have reported an increase in family functioning, parental empowerment, and supervision of their children as well as less parental use of inconsistent discipline. On average, parents report more prosocial behaviors in their children and fewer difficulties following participation.

Overall Multi-Year Summary

Across Logan County, Preble County, and Butler County, all parents seem to agree that participation in The Parent Project improves the functioning of their family. Though individual outcomes of scales are somewhat inconsistent across time and counties, parents on average appear to report improvement in their parenting skills, either through an increase in positive parenting or a decrease in negative parenting behaviors. They also tend to report that their child is doing better following The Parent Project, whether due to an increase in prosocial behaviors or a decrease in difficulties. Overall, the data suggests that the implementation of The Parent Project in all three counties continues to be successful.

Appendix A: Butler County Parent Comments

(The following quotes are verbatim from participant surveys.)

What I have gained from attending The Parent Project is:

Courage to maintain healthy boundaries and rules
To try new ways to talk and handle the kids
Learning that children are driven by emotions.
Strength & knowledge in how to handle situations. Plus more resources.
Tools to help with changing the negative behavior of my child. I also gained a support group of parents with awesome advice.
Confidence
Getting different ideas from the others in the class and the way they handle things. Everybody working together now to accomplish the same things. Bringing our families back together.
Answers on steps of relationships from casual to marriage. TEASPOt, and to do check spots and not give up. To tell them every day I love them, which I always have.
Tools to communicate better with my child. I have gained a support group also.
I've gained a support group that I can contact when needed.
A lot of useful information.
My kids
That I need to be better about trying to communicate in better ways.
Insight on how to approach bad behavior from my son.
The confidence to be consistent
Received new advice on how to manage the daily struggles of this family.
TEASPOt and not long time grounding anymore
Learned new things
More insight on how to deal with issues with the kids.
Emphasizing consistency and "attainable" punishment. Instead of her being grounded for months.
Better tactics of dealing with the issues
I am doing better dealing with my son's issues.
Better ways to discipline my strong-willed child
Asking something once of my child and not repeating myself endlessly
That I should listen to my child
Knowledge, support, peace

I gained some insight on my own parenting and learned helpful tips for dealing with unwanted behavior
Helpful tips for my 5 yr old and support from others with challenging situations with their children.
Better understanding of children with ADHD
That time outs should not be any longer than the child's age
More effective discipline
I learned the proper way of handling unwanted behaviors and the proper way of using time outs. It has really made a huge impact on our children's whining and listening the first time!
More structured discipline which is allowing for more positive days that allows for more praise.
Extra tools to use
How to speak to my child
Confidence and a discipline plan.
Resources and confidence
Better methods of "punishment"
Strategies to better communicate with my daughter

Things that I have observed in my child and in our relationship are:

It's easier to get along with each other
We are talking more about stuff and less arguing.
Our relationship is stronger now.
My daughter's behavior is worse but TEASPOOT works when she is home. She runs away.
They have become more aware that their actions have consequences
More communication
Josh seems to be much happier.
He says I love you more now
He's more aware of the consequences of his actions.
He is going to school a lot more.
Better Communication
Good
Not much change in our relationship
We have better communication now.
Thinking before I speak
Unfortunately, little change
We are trying to talk and not yell as a family now.

Our relationship seems better now.
We are more patient and able to work out issues now.
I have seen a slight improvement in our relationship. Her challenges are ones that aren't as easily impacted by the things addressing this class, but I felt the concepts were still helpful.
I am able to communicate better and it's creating a better mindset for the kids.
I am doing more with him.
He is more compliant and knows that there will be consequences for his behavior. Nor more police intervention.
My child is doing things when asked now for the first time.
We are closer to each other now.
He listens much better
Our relationship is more like parent-child than peer-peer
More loving, supportive
Our relationship is better
Listening skills and discipline has got better
Quicker to serve timeout, more respect to parents
My children are asking and talking before going straight to whining. They aren't whining as much when we say no.
Less stress in the house
My child responds to me more quickly now.
I have more patience and am more understanding of his needs
My son is less defiant
More smiles and time to cuddle and love
He is still angry & argumentative however, it is of a lesser degree, and he is more understanding in the reasoning of the rules.
Listens better

What ways can the class be improved?

Stable internet connection was my only issue
Incentives if you attend every week get a gift card cause it takes time out of our days to do this and more speakers and videos
NA
NONE

The class doesn't need improvement but, I think the way the court suggests the class should change. They present it as an ultimatum, and I think it makes some of the parents and children resist it a little bit.

More group sessions

None. Nancy and Stacie were great. I don't feel that you would find 2 ladies that could lead the class any better.

Nothing to improve, it's perfect.

None

Nothing, I thought it was helpful how it was.

IDK

Class was good

Maybe make sure parents who are strongly in conflict not be paired together.

It's too long

Not virtual

Not really applicable for younger kids.

Have the kids involved with the last class

Have it in person

None

less class time in hrs and weeks

None

None needed

Include more time for us to discuss the concepts when introduced.

More group sessions

I can't think of anything because it was Full of information

It was a very well-structured class

It would be better in person

Shorter, especially when material is briefer and /or fewer weeks to pull shorter chapters together

Thought it was great

I think it is a really great class

Too many classes

Nothing. It was a wonderful experience!

In person

In person

More dynamics, not just book work reading every week

Asking for volunteers to read at the beginning of class so the instructors know who they can call on to read. I don't like the long awkward pauses when we are asked, then 2 people start reading at once.

NONE

None, I enjoyed it and learned a lot from it.

None

Any other comments you would like to add?

Listening and giving each other feedback and advice on different things

Very useful and helpful class

The class was a blessing and I'm glad I had the opportunity to take it.

I feel my relationship with my son has really improved

I like the fact that the facilitators shared their personal numbers even though class was over. They said feel free to call them at any time and they would follow backup with us.

The facilitators are absolutely amazing, understanding and encouraging. I loved the class!

Thank you for a great class

Positive

Hoping Robby will utilize things learned from this class.

I enjoyed the class.

Unfortunately class is for kids a little older than mine. But the courts suggested I do this class since they were in trouble for truancy.

I learned a lot about the vaping and the grounding that I didn't know.

I thought the classes were good.

Stacie was an excellent facilitator and Patsy was an excellent organizer. Thank you!!

While we still have issues, he's behavior has improved and his negative behaviors have declined. While we had regression lately my hope is that with consistent implementation of the system this will lesson over time.

It has been very nice to learn about your child

Thank you so much for having this class and spending the time to teach us all.

Thank you

I implemented the process without actually writing down the action plan, but I have it mentally.

I enjoyed this class

I really enjoyed this class

Great Course

Every parent needs this class. Whether you have an awesome child or an strong willed child. We as parents aren't perfect and can always do better for our children!

I really enjoyed taking this course.

This class has helped me out a lot as a parent.

Appendix B: Preble County Parent Comments

(The following quotes are written exactly as the parents wrote them.)

What I have gained from attending The Parent Project is:

understand the way my kid thinks
increased knowledge
increased awareness
Increased my knowledge of how my kid thinks
increased my knowledge dealing with a strong-willed child

Things that I have observed in my child and in our relationship are:

anger
disrespect
poor listening skills
disrespect and not listening
communication getting better

What ways can the class be improved?

not a thing
parents and teens should stay together to hear what the other is saying
one of the most helpful portions was to hear the experiences of the of the other parents. It is difficult to believe that i am not responsible for my child's behavior. The stories of other parents help.
be able to help more with toddlers
Maybe advise for younger children also

Appendix C: Logan County Parent Comments

(The following quotes are written exactly as the parents wrote them.)

What I have gained from attending The Parent Project is:

Not be my kids friend how to go about discipling my kid better.
To stick to the Tea Spot depending on behavior and being consistent.
Do tea spots instead long term
More things to deal with
I'm doing my best
Skills on how to handle situations
Options and Resources
New ways to discipline my son without yelling and fighting with him
Informative knowledge to help deal with high stress situations with my children
Take more patience with her.
Find new ways to help Jada

Things that I have observed in my child and in our relationship are:

Things have gotten worse.
Less arguing more talking
Little Bitter
Loving, Kind and Smart
No Comment
Not at home
We have a lot of trust. We laugh a lot. I know my son looks to me for guidance.
His willingness to do better for himself.
We are doing great!
Tell her how much I love her. Listening more

What ways can the class be improved?

I think it was fine.
No suggestions.
A little less book work
Power Point
I think it could be more weeks.
Better slides/power point

Works Cited

- 1) (2021). US Census Quick Facts: Butler County. Retrieved from U.S. Census Bureau QuickFacts: Butler County, Ohio
- 2) (2021). US Census Quick Facts: Logan County. Retrieved from <https://www.census.gov/quickfacts/fact/table/preblecountyohio/PST045217>
- 3) (2021). US Census Quick Facts: Preble County. Retrieved from <https://www.census.gov/quickfacts/fact/table/logancountyohio/PST045217>