

2017-2018

Evaluating Family
Program Enlace
Comunitario

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Enlace Comunitario



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1. Introduction

Enlace Comunitario (Enlace) is a social justice non-profit organization dedicated to serving the Latino immigrant community in Albuquerque, New Mexico. The organization began offering services in 2001 in response to a need for culturally appropriate services in Spanish for Latino families affected by domestic violence. Enlace advocates for social justice among Latino/a women, men and youth to prevent and eliminate domestic violence and promote healthy communities and relationships. Enlace offers domestic violence prevention and intervention services in Spanish, community education, policy advocacy and leadership development. All the programs at Enlace grow out of the needs of the Latino community and programs develop with community input and participation.

The Family Program is an intervention program at Enlace. The overarching goal of the Family Program is to provide a holistic parenting approach for families who are dealing or have dealt with domestic violence, and experienced trauma as a result. The aim is to help families repair familial relationships, minimize the likelihood of intergenerational domestic violence, and promote resiliency in children. The five groups within the Family Program are:

- **Children of Survivors:** individual therapy for children and adolescents who have witnessed domestic violence in their family. Occasionally, the therapists give adult clients and their children family therapy together. Enlace staff used the Nurtured Heart Approach to inform the curriculum of this class.
- **Crianza con Cariño:** a parenting course that lasts 8 to 12 weeks, offered during in fall, spring, and summer sessions. This parenting class has evolved over the past three years from a basic psychoeducational domestic violence model to a parent-child attachment model, with the Circle of Security approach informing the curriculum. The main goal of this parenting course is to give caregivers a space to create a relationship in which feelings can be shared. It is also to teach caregivers that regulating and recognizing emotions is an essential part of secure attachment and demonstrate that “Being With” is a state of mind not a technique. The Circle of Security was used to help inform the curriculum for this class.
- **Jovencitas/Jovencitos** groups (young woman and men): spaces for youth 12 to 17 years old who have experienced domestic violence to gain knowledge about domestic violence and how to prevent with the goal of breaking the cycle of abuse within their families. Other topics covered in these groups are; the effects of domestic violence on children; healthy vs. unhealthy relationships; teen dating violence; assertive communication; self-esteem; self-confidence; short and long-term goals; healthy coping skills; bullying; sexuality among others. Enlace staff also used the Nurtured Heart Approach to inform the curriculum of this class.

- **Children’s Life Skills group:** a group designed to help children become more independent. This group is closely linked to the parenting course *Crianza con Cariño*, because the courses run simultaneously. At the beginning of each class the parent and child share an activity that they do together, for example an art project. After the parent and child complete the activity, the children attend their own group, facilitated by the children’s life skill’s facilitator. The main goal of this group is to help children in building safe and secure relationships. Enlace staff used the Nurtured Heart Approach to inform the curriculum of this class.
- **Women’s support groups:** led by licensed counselors, twice a week, and are only for current intervention clients. The women who attend these support groups can choose to drop in at any time. It is a safe place for them to share their stories and experiences as well as bond with other women. The Circle of Security was used to help inform the curriculum for this class.

2. Purpose of Evaluation

The purpose of the evaluation is to assess whether Enlace is achieving the intervention goal of repairing family relationships through families' participation in one or more groups of the Family Program. These are the specific evaluation questions we will be focusing on:

1. Is the Enlace Comunitario Family Program (FP) repairing family bonds?
2. Does family participation in the FP help develop resiliency and self-regulation in children? In the non-violent parent?
3. Is the FP helping to break the cycle of intergenerational domestic violence?

The evaluation team will analyze existing data and conduct an interactive focus group to learn from participants of the family program whether or not the program is meeting the goals mentioned above.

Another purpose of this project is to build capacity by helping inform the staff at the program and the director of development our findings in order to help develop and sustain the family program through funding.

3. Logic Model

The Logic Model below was created in conjunction with the Enlace staff on the evaluation team and seeks to illustrate the Family Program goals and how they are achieved. The Outcomes (listed on the right) are broken into short-term (within 1 year) and long-term outcomes (within 2 to 5 years). The Resources, Activities, and Outputs lead to stepping stones, which then lead to achieving the Outcomes. Resources, like the training the staff members receive, are the first building block to creating programs like the Family Program at Enlace. The Activities are the actions the Enlace staff are taking to engage their clients, like hosting a Fall Festival for all families to attend, holding group and individual therapy sessions, and offering legal resources when necessary. The Outputs highlight some of the first results of the Resources and Activities in action, such as the number of clients

the staff are able to serve through therapy sessions (both individual and in a group setting), as well as the number of people who complete the Family Program. The Stepping Stones column highlights events that are reported by families as they are receiving services: for example, family members are using more positive language with each other and about themselves, children are doing better in school (both behaviorally and academically), and the non-violent parent is exerting better body language (straighter posture, more eye contact). These are the literal Stepping Stones to achieving the larger Outcomes or goals. Within the year of seeking services, the Enlace staff strive to have families develop better coping skills (being emotionally responsive to child's stress/hardship) and improve self-care routines and self-esteem, among others. Within 5 years, Enlace staff hope families will experience improved quality of life and improved parent-child relationships. The Logic Model below illustrates this process.

Figure 1. Logic Model for Enlace Comunitario Family Program

Resources	Activities	Outputs	Stepping Stones	Outcomes	
<ul style="list-style-type: none"> -Circle of Security & Nurture Heart Training -Staff support -Reflective Supervision -Clients commitment to grow & build resiliency -physical building, rooms -Grants & other funding -Art & crafts supplies -Sensory items/tables -Community support and engagement -Volunteers -Knowledge & experience both 	<ul style="list-style-type: none"> -Events-fall festival -Groups <ul style="list-style-type: none"> • Life skills • Jovencit@s • Parenting Crianza 1 & 2 • Women’s support group • Music class -Nurtured Heart Approach -Individual & family therapy Case management <ul style="list-style-type: none"> • Legal resources • Child Advocacy • Immigration Services • Educational Services • Housing • Financial Resources 	<ul style="list-style-type: none"> - Number of adults and children attending program - Number of sessions offered - Number of participants in attendance - Number of participants completing program - Number completing assessments 	<ul style="list-style-type: none"> -Number of stress events reduced -Increased positive language used in children -Reports of less violence in home -Child reports doing better in school, behavior and/or grades -Broader vocabulary of positive qualities and knowing how it applies to themselves -Can make eye contact -Straighter posture <ul style="list-style-type: none"> -Assertive communication -More expressions -Using relaxation techniques 	<p style="text-align: center;">Short</p> <ul style="list-style-type: none"> -Better coping skills <ul style="list-style-type: none"> • Emotionally healthy responses to child’s stress/ hardship -Taking care of themselves (parents) Self-esteem (children) -Able to identify one positive thing about themselves (P-C) -Recognize responsibility as a parent -Children know they are not at all at fault for difficult situations. -Time-out for parents <ul style="list-style-type: none"> • How parents react with children • Increase self-awareness (reason why they are doing certain things like raising their voices) -Children can recognize tools & people to enhance their safety 	<p style="text-align: center;">Long</p> <ul style="list-style-type: none"> -Improved parent-child relationship -Parent is emotionally supportive -More attentive -Able to handle difficult emotions better (parents and children) -Able to recognize child’s emotional state easier -Improved emotional Q.O.L <ul style="list-style-type: none"> • More positive feelings • Connection with parent & child • Feeling of safety/ security

Promising research shows that interventions should be child-centered and focused on repairing the parent-child bond between the non-abusive parent and the child. According to Holt *et al.* (2008), "the relationship with a parent or another familiar and caring adult is the exposed child's greatest protective resource" (807). Enlace's Family Program is aware of this need, especially when offering services to families that have experienced intense trauma from domestic violence. The staff and clinicians at Enlace use the Nurtured Heart Approach to inform the curricula of the children's groups, and the Circle of Security (COS) to inform the curriculum of the parenting course, *Crianza con Cariño*.

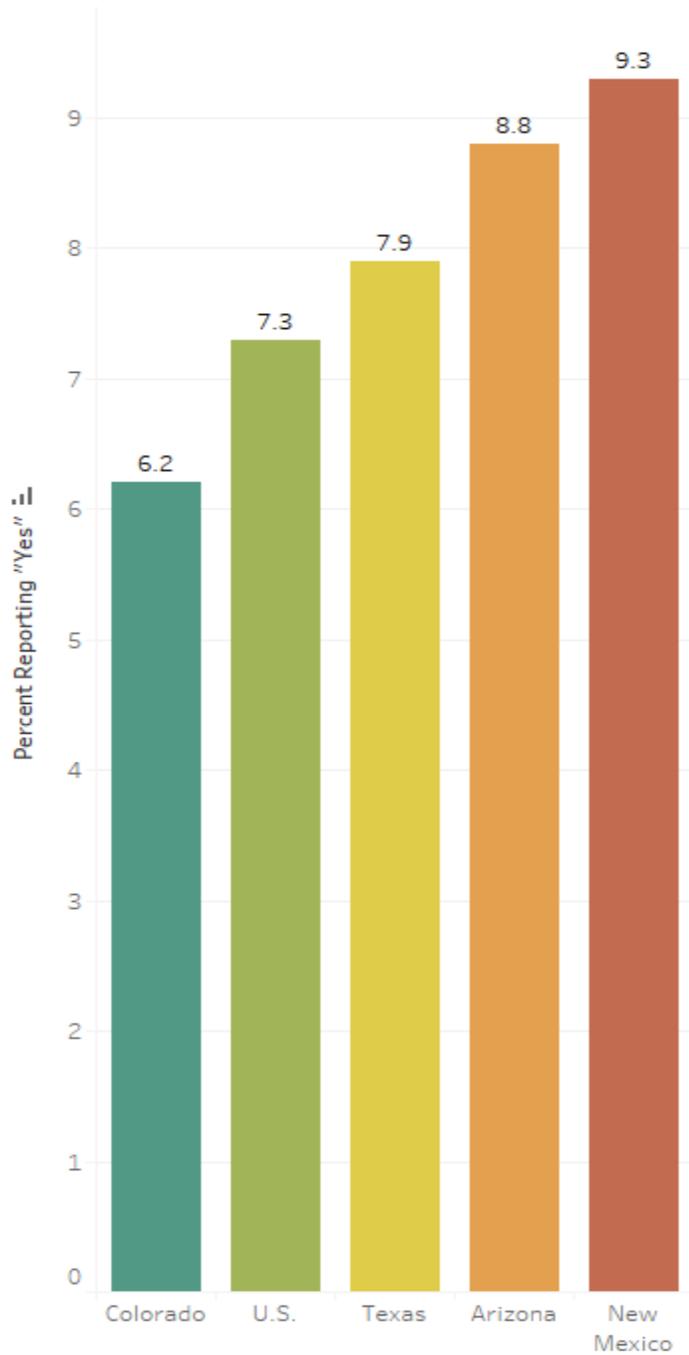
The Nurtured Heart Approach, developed by Howard Glasser, consists of a set of strategies which help children develop their "self-regulation" and "focuses on transforming the way children perceive themselves, their caregivers and the world around them" (Foundation 2015). According to Brennan *et al.* (2016), parents who were trained in the Nurtured Heart Approach "increased in providing positive attention to their children and decreased in yelling, scolding, and responding with negativity; comparison group parents demonstrated no changes with regard to these practices." The Circle of Security is an evidence based approach with roots in attachment theory, which focuses on improving the developmental pathway for parents and children to connect (Hoffman 2006; Cassidy *et al.* 2011). The staff at Enlace use the COS with the parents of the affected children to repair attachment and understanding between parent and child.

The literature, reviewed in greater detail in Appendix A, thus support the premise of the Family Program at Enlace Comunitario, which uses the Nurtured Heart and Circle of Security approaches to inform their curricula and repair family bonds that have been affected by domestic violence. Enlace has developed the Family Program to "provide trauma-informed services for the parent-child healing experience" (Enlace Family Program Goal). Lastly, the Family Program responds to the suggestions made by researchers cited in Holt *et al.* (2008), which were that interventions be child-centered and focused on repairing the parent-child bond between the non-abusive parent and the child.

4. Context

Understanding the context in which Enlace operates is essential to evaluating the organization. Domestic violence is widespread. Felitti *et al.* (1998) report that 12.5% of respondents' mothers were treated violently. In 2012, the nationally representative National Survey of Children's Health included questions on Adverse Childhood Events, including whether the child had witnessed domestic violence. Parents were asked, "Did [child's name] ever see or hear any parents, guardians, or any other adults in his/her home slap, hit, kick, punch, or beat each other up?" New Mexico parents were 27% more likely to answer yes, with 9.3 percent reporting "yes" compared to 7.3 percent nationally. (See figure 2.)

Figure 2. Children who witnessed domestic violence in New Mexico and the United States

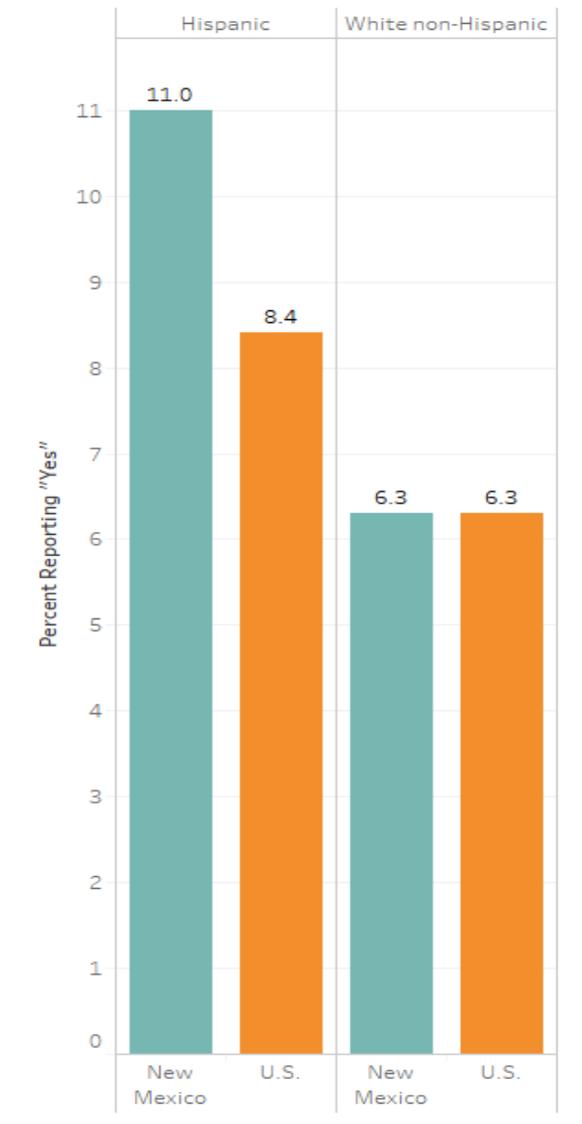


Source: National Survey of Children's Health 2011-12: <http://childhealthdata.org/browse/survey/results?q=2603&r=1>

Taking the same data from the Nation Survey of Children's Health by ethnicity, we see that the rates of witnessing domestic violence for white non-Hispanic children is 6.3 percent in both New Mexico and the United States. Nationally the rate of witnessing

domestic violence for Hispanic children is 8.4 percent, 2.1 points (33%) higher than the rate for white non-Hispanic children. In New Mexico, the rate at which Hispanic children witness domestic violence is even higher, at 11 percent, a 2.6 point increase (30%) over the national rate for Hispanic children, and a 4.7 point increase (74%) over the rate for white non-Hispanic children. This indicates that the population of children most in need is in the hispanic latino community Enlace serves.

Figure 3. Children who witnessed domestic violence in New Mexico and the United States, by ethnicity

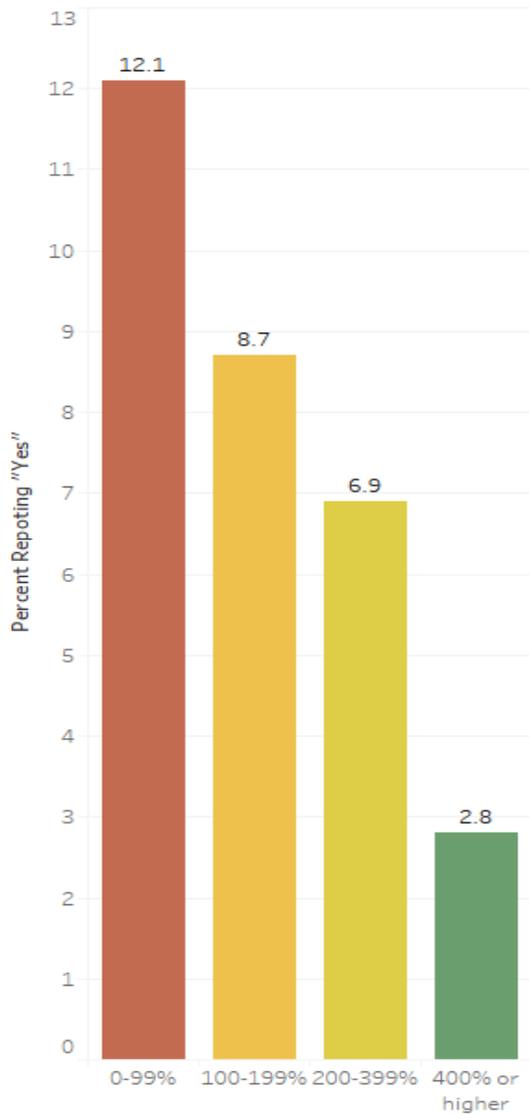


Source: National Survey of Children's Health 2011-12: <http://childhealthdata.org/browse/survey/results?q=2603&r=1>

Figure 4 below shows the rates at which children witnessed domestic violence broken out by income as a percentage of the federal poverty line. 12.1 percent of children

whose family made less than 99% of the FPL were reported to have witnessed domestic violence.

Figure 4. Children who witnessed domestic violence broken out by income as a percentage of the federal poverty line



Source: American Community Survey 2016 <http://childhealthdata.org/browse/survey/results?q=2603&r=1&g=458>

5. Evaluation Team and Other Stakeholders

Person	Title/ Roles/Affiliation
--------	--------------------------

Cynthia Jiménez	UNM Eval. Lab Fellow - Working on Eval.Team, M.A. Candidate, Educational Leadership
Clint Cospér	UNM Eval. Lab Fellow - Working on Eval.Team, M.A. Candidate, Public Policy
Charla Henley	UNM Team Lead - Supervise Fellows on Eval.Team, M.A. Latin American Studies, Past UNM Eval Lab Fellow and Senior Fellow
Juliann Salinas	Associate Director- Oversee EC's Programs
Liza Wolff	Clinical Director-Oversee & Supervise Children's Program
Jennifer Nigorski	LMHC Counselor- Adult Therapist & Crianza con Cariño Facilitator
Jessica Pinera	LCSW Counselor- Children's Therapist & NHA Facilitator
Yvonne Duarte	LMSW, adult and children's therapist & Jovencitas facilitator
Mary Chase	Children's Life Skills Facilitator
Adanelly Aguilar	Children's Advocate

6. Evaluation Activities and Timeline

Activities:

1. Code and analyze existing data from past two years 2015-2017 (after parent and children's curriculums were updated).

The intervention team at Enlace has already collected data pertaining to the Family Program from four different assessments:

- The first is a widely-used assessment in parenting courses, the Parental Stress Index (PSI) (Provided in Appendix B). Enlace staff have collected 100 total index responses from the last 2 years. We will use this instrument to determine whether goals 1 and 2 of this evaluation are being met by reviewing the number of scores that decrease between the start and end of a family's program participation.
- The second is a pre- and post- survey created by Enlace for the parenting course, Crianza con Cariño (Provided in Appendix C). This true/false pre- and post-surveys seeks to explore what participants have learned throughout the course. There were 64 total responses from the last 2 years, although only 39 completed both the pre- and post- surveys. This instrument may be helpful in determining if parents are learning to self-regulate and build resiliency, which is goal 2 of this evaluation.

- The third is a post-program evaluation, also created by Enlace for the parenting course, Crianza con Cariño (Provided in Appendix D). There are 31 total responses, from last 4 semesters (since the curriculum for the Crianza con Cariño class was updated). This evaluation is used to determine what participants like about the class, and what they would change. It does, however, also include questions that are helpful to the goals of this evaluation. For example, “Before the Crianza program, you used physical punishment like spanking, etc: 1. Not at all or 5. Very much. After the program, note what you use less: Physical punishment, Verbal or emotional punishment.” This questions, and other like it, will help us determine whether families are learning to repair their bonds and stop the intergenerational cycle of domestic violence.
 - The last is a post-program check-in survey that was created by Enlace and mailed to families who have been part of the Family Program (Provided in Appendix E). The survey was mailed to 30 families and 13 families responded, returning a response rate of 43%. In this survey, questions like “Since participating in the Family Program, I feel my relationship with my child is: A. Better, B. The Same, C. Worse” help determine whether the family relationships are improving as a result of the Family Program.
2. Gather new data from at least five families who will have participated in more than one group within the Family Program, in order to assess the program as a whole.

We will gather new data though an interactive focus group, inviting families, who have participated in one or more of the groups that make up the Family Program. These families will be allowed to share their personal stories about the impact of Family Program in their lives, if any. Additionally, the families will be given the option to write a “carta” or letter and remain completely anonymous when sharing.

3. Building Capacity

Throughout the process of our evaluation activity of reviewing survey data, we will digitize data that previously were not electronic (collected on paper). In doing so, we will facilitate the preservation of data collection in electronic means going forward so Enlace can be better apt to analyze the data when necessary. We may also be able to suggest ways to record and analyze qualitative data going forward, without the Lab’s support.

The timeline for the project will be as follows:

December 15-January 15

- Code and analyze existing data from past two years 2015-2017 (after parent and children’s curriculums were updated).
 - Analyze surveys from past participants of Family Program (13 total – dates to be determined).
 - Analyze final program evaluation surveys from Crianza con Cariño (31 total, from last 4 semesters).
 - Analyze pre and post- surveys from Crianza con Cariño (64 total from last 2 years).
 - Analyze PSI surveys pre and post- from Children of Survivors (100 total from last 2 years).

January 15-February 1

- Present preliminary findings from existing data to Enlace staff at next meeting
- Gather new data from at least five families who will have participated in more than one group within the Family Program, in order to assess the program as a whole.
 - Interactive focus group on January 16th from 4:00pm to 5:30pm
 - Will do interviews if participants prefer not to speak in a group

February 1-February 28

- Transcribe focus group/interview data
- Code and analyze data

March 1-March 30

- Draft Final Report of Findings to be sent to organizations by March 30

April 1-April 20

- Create poster of findings to be presented at workshop
- Present poster and findings at April 20th workshop

April 20-May 15

- Make any necessary revisions to the Final Report of Findings

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Appendix A

Promising research suggests that interventions to help families after domestic violence should be child-centered and focused on repairing the bond between the non-abusive parent and the child. According to (Holt *et al.* 2008) "the relationship with a parent or another familiar and caring adult is the exposed child's greatest protective resource" (807). Enlace's Family Program is aware of this need, especially when offering services to families that have experienced intense trauma from domestic violence. The program's vision is to provide families with trauma-informed services in order to enable parent-child healing and repair and strengthen family relationships.

The staff and clinicians at Enlace use the Nurtured Heart Approach in children's groups, and the Circle of Security approach curriculum with parents in the Crianza con Cariño course. Although these two approaches do not meet the strict criteria for evidence-based, they are both evidence-informed, and widely used in organizations with visions similar to Enlace's.

The Nurtured Heart Approach was developed by Howard Glasser, through the Children's Success Foundation as a philosophy for creating healthy relationships among people. The approach consists of a set of strategies which help children develop their "self-regulation" and "focuses on transforming the way children perceive themselves, their caregivers and world around them" (Children's Success Foundation 2015).

Brennan *et al.* (2016) assess the effectiveness of the Nurtured Heart Approach by evaluating survey responses from two volunteer groups of parents. The first group attended a course in the Approach that consisted of 7.5 hours of classroom instruction over five weeks. Of the 503 parents who attended, 326 completed a survey before and after the training. The second group, was recruited through advertisements in the local and school newspapers in surrounding areas and received a nine-page document outlining the Nurtured Heart Approach. The 92 parents in this group completed a survey before receiving the document, and again after five weeks.

In the survey, parents reported on their well-being, parenting practices, and their perceptions of their child's interpersonal strengths. The authors found that parents who attended the five-week training sessions "increased in providing positive attention to their children and decreased in yelling, scolding, and responding with negativity; in the comparison group parents demonstrated no changes with regard to these practices" (1).

Brennan *et al.* (2016) outcomes reported by the parents may be problematic for a few reasons. The first is that they may be based on the parent's assumption that they performed better after taking the Nurtured Heart Approach Training, because they anticipated this to happen as a result of taking the training. The second reason the results may lack credibility is the parent's responses may not be completely truthful. Some possibilities for this are that parents may feel pressured to answer a certain way on the questionnaire based on what they believe the facilitators want to read.

The staff who work with the children at Enlace use the Nurtured Heart Approach in a different way. Instead of training the parents, staff use this approach when working with the children in the children's groups within the Family Program. The reason for this is Enlace aims to ultimately instill "inner wealth," in the children who receive services, noted

as essential for children to build successful relationships with their parents, and in other areas of their lives (Foundation 2015). Although the literature reviewed here does not meet the strict criteria for an evidence-based practice, this approach at Enlace is clinically informed by the work staff are doing on a daily basis. Enlace clinicians have found dramatic improvements in children's behavior after using the Nurtured Heart Approach. Clinicians report that children in the groups where Nurtured Heart has been used have higher self-worth and inner wealth in comparison to when they come into Enlace services. For example, the children can identify positive words to describe themselves, and they can identify their emotions and communicate them more clearly.

Additionally, parents and children who have been disrupted by domestic violence often experience insecure attachment styles and defensiveness. The Circle of Security is an effective intervention model for repairing the parent-child relationship. The intervention is rooted in attachment theory and focuses on improving the developmental pathway for children (Hoffman 2006; Cassidy *et al.* 2011).

Functioning as a guide for parents to understand how their children express their needs for security and exploration, Circle of Security (COS) teaches the parent to become a secure base and a safe haven for their children (Hoffman 2006). COS uses one-on-one and group therapy to help parents observe and recognize their children's cues, even when misleading or subtle, and to give the parents the tools needed to shift from a defensive process to an empathetic response (Hoffman 2006). In turn, this shift fosters secure attachment from the children, which is "central to a child's later functioning" (1017).

Cassidy *et al.* (2011) tested the efficacy of COS for irritable infants in low-income families. Previous studies had found that the infants with these traits were more likely to experience insecure attachment. The researchers recruited the mothers of newborns with high irritability scores to a Randomized Controlled Trial. 220 mother-child dyads were randomly assigned to receive either the intervention or to a control group.

The intervention took place over three home visits in the second half of the infants' first year. Each intervention was tailored to the specific mother-child dyad and focused on helping mothers attend to both infant attachment and exploratory behaviors. For example, researchers underscored the importance of soothing a crying infant and well as "fostering a child's play in supportive and non-intrusive ways" (134). Control group dyads also received three home visits, during which a clinician provided education related to common parenting concerns such as sleep and feeding.

Although there was no significant effect of COS for all dyads, highly irritable infants in the intervention group were more securely attached to their mothers, compared with highly irritable infants in the control group. This suggests that COS is effective for the most vulnerable children.

Thus, the literature supports the premise of the Family Program at Enlace Comunitario, which uses the Nurtured Heart and Circle of Security approaches to intervene and repair family bonds that have been damaged by domestic violence. Enlace Comunitario has developed the Family Program to "provide trauma-informed services for the parent-child healing experience" (Enlace Family Program Goal). Lastly, the Family Program responds to the suggestions made by researchers cited in Holt *et al.* (2008), which were that

interventions be child-centered and focused on repairing the parent-child bond between the non-abusive parent and the child.

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Appendix B



Record/Profile Form

Richard R. Abidin, EdD

Instructions:

On the inside of this form, write your name, gender, date of birth, ethnic group, and marital status; today's date; and your child's name, gender, and date of birth. This questionnaire contains 36 statements.

Read each statement carefully. For each statement, please focus on the child you are most concerned about and circle the response that best represents your opinion. **Answer all questions about the same child.**

Circle SA if you strongly agree with the statement.

Circle A if you agree with the statement.

Circle NS if you are not sure.

Circle D if you disagree with the statement.

Circle SD if you strongly disagree with the statement.

For example, if you sometimes enjoy going to the movies, you would circle A in response to the following statement:

I enjoy going to the movies. SA A NS D SD

While you may not find a response that exactly states your feelings, please circle the response that comes closest to describing how you feel. **Your first reaction to each question should be your answer.**

Circle only one response for each statement, and respond to all statements. **Do not erase!** If you need to change an answer, mark an "X" through the incorrect answer and circle the correct response. For example:

I enjoy going to the movies. SA A NS X SD

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Answer Sheet

Name _____ Gender _____ Date of birth ____/____/____
 Ethnic group _____ Marital status _____ Today's date ____/____/____
 Child's name _____ Child's gender _____ Child's date of birth ____/____/____

SA = Strongly Agree A = Agree NS = Not Sure D = Disagree SD = Strongly Disagree

- | | | | | | |
|--|----|---|----|---|----|
| 1. I often have the feeling that I cannot handle things very well. | SA | A | NS | D | SD |
| 2. I find myself giving up more of my life to meet my children's needs than I ever expected. | SA | A | NS | D | SD |
| 3. I feel trapped by my responsibilities as a parent. | SA | A | NS | D | SD |
| 4. Since having this child, I have been unable to do new and different things. | SA | A | NS | D | SD |
| 5. Since having a child, I feel that I am almost never able to do things that I like to do. .. | SA | A | NS | D | SD |
| 6. I am unhappy with the last purchase of clothing I made for myself. | SA | A | NS | D | SD |
| 7. There are quite a few things that bother me about my life. | SA | A | NS | D | SD |
| 8. Having a child has caused more problems than I expected in my relationship with my spouse/parenting partner. | SA | A | NS | D | SD |
| 9. I feel alone and without friends. | SA | A | NS | D | SD |
| 10. When I go to a party, I usually expect not to enjoy myself. | SA | A | NS | D | SD |
| 11. I am not as interested in people as I used to be. | SA | A | NS | D | SD |
| 12. I don't enjoy things as I used to. | SA | A | NS | D | SD |
| 13. My child rarely does things for me that make me feel good. | SA | A | NS | D | SD |
| 14. When I do things for my child, I get the feeling that my efforts are not appreciated very much. | SA | A | NS | D | SD |
| 15. My child smiles at me much less than I expected. | SA | A | NS | D | SD |
| 16. Sometimes I feel my child doesn't like me and doesn't want to be close to me. | SA | A | NS | D | SD |
| 17. My child is very emotional and gets upset easily. | SA | A | NS | D | SD |
| 18. My child doesn't seem to learn as quickly as most children. | SA | A | NS | D | SD |
| 19. My child doesn't seem to smile as much as most children. | SA | A | NS | D | SD |
| 20. My child is not able to do as much as I expected. | SA | A | NS | D | SD |
| 21. It takes a long time and it is very hard for my child to get used to new things. | SA | A | NS | D | SD |
| 22. I feel that I am: (Choose a response from the choices below.) | 1 | 2 | 3 | 4 | 5 |
| 1. a very good parent. | | | | | |
| 2. a better-than-average parent. | | | | | |
| 3. an average parent. | | | | | |
| 4. a person who has some trouble being a parent. | | | | | |
| 5. not very good at being a parent. | | | | | |
| 23. I expected to have closer and warmer feelings for my child than I do, and this bothers me. | SA | A | NS | D | SD |
| 24. Sometimes my child does things that bother me just to be mean. | SA | A | NS | D | SD |

SA = Strongly Agree A = Agree NS = Not Sure D = Disagree SD = Strongly Disagree

- 25. My child seems to cry or fuss more often than most children. SA A NS D SD
- 26. My child generally wakes up in a bad mood. SA A NS D SD
- 27. I feel that my child is very moody and easily upset. SA A NS D SD
- 28. Compared to the average child, my child has a great deal of difficulty in getting used to changes in schedules or changes around the house. SA A NS D SD
- 29. My child reacts very strongly when something happens that my child doesn't like. ... SA A NS D SD
- 30. When playing, my child doesn't often giggle or laugh. SA A NS D SD
- 31. My child's sleeping or eating schedule was much harder to establish than I expected. SA A NS D SD
- 32. I have found that getting my child to do something or stop doing something is:
 (Choose a response from the choices below.)..... 1 2 3 4 5
 - 1. much harder than I expected.
 - 2. somewhat harder than I expected.
 - 3. about as hard as I expected.
 - 4. somewhat easier than I expected.
 - 5. much easier than I expected.
- 33. Think carefully and count the number of things which your child does that bothers you.
 For example, dawdles, refuses to listen, overactive, cries, interrupts, fights, whines, etc.
 (Choose a response from the choices below.)..... 1 2 3 4 5
 - 1. 1-3
 - 2. 4-5
 - 3. 6-7
 - 4. 8-9
 - 5. 10+
- 34. There are some things my child does that really bother me a lot. SA A NS D SD
- 35. My child's behavior is more of a problem than I expected. SA A NS D SD
- 36. My child makes more demands on me than most children. SA A NS D SD

Please do not write in this area.

Appendix C

CIRCLE ONE: PRE POST MONTH AND YEAR: _____

INITIALS: _____

AGE: _____

HOW MANY YEARS OF FORMAL EDUCATION DO YOU HAVE? _____

EMPLOYED: _____ UNEMPLOYED: _____

AGES OF KIDS IN THE HOME: _____

HOW LONG HAVE YOU BEEN LIVING IN THE U.S.? _____

There are situations that should be handled in private.

True

False

Praising your child for doing something well/good is raising him/her poorly.

True

False

A time out, when used appropriately, can be an effective form of discipline with young children.

True

False

There are occasions when we have so much stress that we don't attend to the needs of our children.

True

False

When we are or have been in an abusive relationship, it's normal NOT to want to talk about it.

True

False

Why is it important to speak with our children about domestic violence?

A. The children will feel safer

B. They learn that the violence is not their fault

C. They learn that the violence is not a good way to solve problems

D. They feel taken care of and understood

E. All of the above

The behavior of the parents in a house where there is domestic violence, effects the children.

True

False

Time outs only work for adults.

- True
- False

The way that you speak to your child affects the behavior of your child.

- True
- False

It's possible to let your child resolve their own problems/conflicts.

- True
- False

The consequences for bad behavior should be consistent.

- True
- False

We can make limits for our children in a respectful way.

- True
- False

In a situation where physical contact is not desired, it's important that our children know that they should be respected.

- True
- False

It's important to hear and believe our children when they tell us something relating to sexual abuse.

- True
- False

Spanking for bad behavior, is not appropriate.

- True
- False

The relationship between mother and child gets better with positive experiences.

- True
- False

It's not necessary to make a security plan with your child.

- True
- False

Appendix D

Enlace Comunitario
Crianza Program
Final Evaluation

Please don't put your name

Date_____

In each question, circle a number between 1 and 5 to mark your opinion. (1 is the lowest or most negative and 5 is the best or most positive)

- Think about the first time we contacted you to tell you about the program. You felt...

	Not at all				Very Much
Heard?	1	2	3	4	5
Treated with respect?	1	2	3	4	5
Received the information you were looking for?	1	2	3	4	5
The program details were explained well?	1	2	3	4	5

- During the group you felt...

	Not at all				Very Much
Comfortable?	1	2	3	4	5
Accepted?	1	2	3	4	5
Treated with respect?	1	2	3	4	5
Valued as part of the group?	1	2	3	4	5
Identified with the problems of others?	1	2	3	4	5
Supported by the group?	1	2	3	4	5

- What is your opinion of the facilitators of your class...

	Not very good				Very good
They provided clear rules and guides	1	2	3	4	5
The managed uncomfortable situations well	1	2	3	4	5
They kept the group focused on topic	1	2	3	4	5
They created a comfortable environment for the group	1	2	3	4	5
They taught the concepts well	1	2	3	4	5

- What is your opinion of the facilitators of the children's group...

	Not very good				Very good
They created a safe and caring environment	1	2	3	4	5
They made the kids feel welcome	1	2	3	4	5
They offered training sessions	1	2	3	4	5
They taught the concepts well	1	2	3	4	5

They handled conflicts well	1	2	3	4	5
• Before the Crianza program, you...	Not at all				Very much
Used physical punishment like spanking, etc.?	1	2	3	4	5
Used emotional or verbal punishment like bad looks, insults, humiliation, or indifference?	1	2	3	4	5
• After the program, note what you use less...	Not at all				Very much
Physical punishment?	1	2	3	4	5
Emotional or verbal punishment?	1	2	3	4	5
• Since the start of the program, you feel that you've improved in the form of....	Not at all				Very much
You're a better listener to your children?	1	2	3	4	5
You use the discipline techniques you learned?	1	2	3	4	5
You better understand your children?	1	2	3	4	5
You manage your anger better?	1	2	3	4	5
You manage your problems better?	1	2	3	4	5
You take better care of yourself?	1	2	3	4	5

In your opinion:

What was the best part of the Crianza program? What was the worst?

Do you have any suggestions for changes to the program?

Would you recommend the program to your friends or family? Yes____ No____

Thank you very much for sharing your time and your opinions with us.
Good luck in your future!

Appendix E

Survey for the Enlace Comunitario Family Program

1. I feel closer to my children now than I did before I received services at Enlace Comunitario.
 - a.) I agree
 - b.) I disagree
 - c.) I am not sure

2. I feel my capacity to resolve conflict with my children has...
 - a.) Gotten better
 - b.) Gotten worse
 - c.) Stayed the same

3. I feel that my aggressiveness (hitting, screaming, strong words) towards my children has...
 - a.) Diminished
 - b.) Increased
 - c.) Stayed the same

4. I feel that my relationship with my children has...
 - a.) Gotten better
 - b.) Gotten worse
 - c.) Stayed the same

5. Now I feel...
 - a.) Happy
 - b.) Mad
 - c.) Sad
 - d.) Depressed
 - e.) Scared
 - f.) Stressed
 - g.) Confused
 - h.) Worried
 - i.) Hopeless
 - j.) Enthusiastic
 - k.) Hopeful
 - l.) Excited

6. Would you like to share your opinion about how your participation in the Family Program at Enlace Comunitario has helped or hurt you?

7. Your suggestions of how we can better our services for you and your family are much appreciated. Please share.