



Description of the Strengthening Families Program (SFP 7-17)

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The *Strengthening Families Program (SFP)* developed by Dr. Karol Kumpfer at the University of Utah is a highly structured evidence-based, internationally recognized parenting and youth life-skills training program which parents and children ages 6-17 attend together. The family skills training program effectively addresses two of the largest predictors of juvenile delinquency - parenting style (*Alboukordi et al. 2012*) and family conflict“ (*Rodnium, 2007*) – while also training youth in family skills, prosocial behaviors and refusal skills. SFP has been found to significantly reduce problem behaviors, delinquency, and alcohol and drug abuse in children, and to improve social competencies and school performance. Child maltreatment also decreases as parents develop more effective parenting skills and learn to bond with their children.

SFP has been adapted for an Intensive In-home program in high-risk youth and their parents as generalist model that engages all the members of the family to reduce the Risk Factors that lead to problem behaviors, delinquency and alcohol and drug use, and increase the Protective Factors. SFP is therapeutic, but not therapy. For the Intensive In-Home program, a clinical counseling component for specific client needs impacted by trauma and in crisis should be included. In addition, when families finally qualify for an Intensive In-home program, they have usually experienced a series of failures, and feel quite hopeless. The SFP skill based curriculum allows for adaptation and flexibility in working with low-functioning families who have trouble grasping and implementing more than one small SFP skill at a time, so that the skills are taught in 16+ weeks instead of the typical 14. It is important that adequate time be given to allow for adequate skill practice to allow the brain to adapt, make new pathways, and change and make the new behaviors permanent.

Intensive In-home clients have often experienced poverty, lack of nurturing, and Adverse Childhood Experiences, which results in brain dysregulation that contributes to:

- Emotional reactivity; poor anger management skills
- Impaired ability to self-regulate and self-soothe
- Impaired ability to focus
- Impaired ability to delay gratification
- Impaired verbal tools_to express self precisely

Impaired ability to organize and measure in time
Impaired ability to plan, schedule & complete tasks
Impaired ability to nurture (*parent*) or attach (*child*)

SFP addresses these issues with multiple skill based lessons and practice sessions and Mindfulness training to train parents to become nurturing caregivers.

When these family issues are not addressed through intensive skill training, healing takes longer: “Patients in families with significant family dysfunction have a slower rate of recovery from a major depressive episode... . . .Family dysfunction was characterized by poor communication, poor problem solving, and the presence of hostility and criticalness.” (Alison M. Heru, M.D. *Family Psychiatry: From Research to Practice*)

History:

Created in 1982 as the first family intervention specifically designed to improve outcomes for children of parents with substance use disorders, SFP was tested and found effective on a NIDA randomized control trial research grant to help 6 to 11 year olds of substance abusers reduce their risk factors for substance abuse (Kumpfer & DeMarsh, 1986; DeMarsh & Kumpfer, 1985). Based on its success, later cultural and age adaptations have been developed. It was updated in 2001 and again in 2011, and now includes video clips of key SFP skills and an entertaining low-cost (\$5) Home-Use DVD for families to review SFP skills at home. New scientific information was included on Mindfulness training, and how the brain develops and is harmed by alcohol and drugs during adolescence. Currently the different age versions of SFP have been tested and found effective by independent researchers in 36 countries (Kumpfer, Pinyuchon, de Melo, & Whiteside, 2008; Kumpfer, Magalhães, Xie, & Kanse, 2015). Cultural adaptations are a core component of SFP fidelity as suggested by the UNODC Guide on implementing family interventions for substance abuse prevention (UNODC, 2009). SFP meets all US federal agencies' standards for evidence-based prevention programs

Who needs SFP?

SFP is for all families – not just dysfunctional families. SFP 7-17 emphasizes the parenting skills of Bonding, setting Boundaries, and Monitoring, and is designed for all parents who need to improve family relationships and develop a family prevention program to keep their kids safe from alcohol and drug use. It is, however, specifically created to correct the Risk Factors

(below) in a child’s life that can lead to substance abuse or mental illness (which is now recognized as a developmental disorder). By augmenting capacities for emotional-regulation, self-expression and behavioral control, SFP diminishes aggression, delinquency, and anti-sociality; reroutes the brain’s behavioral paths which consistently lead to impulsive acts, oppositional behavior and aggression toward others; and provides the tools with which to reduce risk factors and diffuse the charged family situations which frequently result in violence or criminal acts. Surprising, the risk factors for both substance abuse and children’s mental illness are almost the same ones. (*World Health Organization Report on children’s mental health issues, 2012*). If a child has these Risk Factors, in his or her life, an SFP intervention is needed:

SFP addresses the following Risk Factors:

▪ Neglect; lack of love, care, & support
▪ Family conflict
▪ Difficulties in communicating respectfully
▪ Lax or harsh discipline
▪ Lack of supervision
▪ Substance use by parents (or child)
▪ Stressful life events
▪ Exposure to violence/abuse
▪ Low expectations for school success / failure at school
▪ Lack of family customs, traditions
▪ Low self-esteem

SFP trains parents to implement the following Protective Factors:

● Strong, loving parent-child bonds
● Functional, well-managed home
● Mild, consistent discipline
● Clear rules against substance use
● Monitoring of child’s activities & friends
● High expectations; involved parent
● School attendance and success
● Family customs & traditions
● Parents set a good substance use example

Outcomes

SFP has been evaluated many times by independent researchers in randomized control trials or health services research with very positive results in reducing substance abuse and delinquency risk factors by improving family relationships. Hence, SFP is rated at the top of the list by international and national review groups:

- SAMHSA Model Programs / NREPP (2000)
- NIDA Red Book (one of 10 programs)
- OJJDP Strengthening America's Families (1 of 7 replicated programs)
- US Dept. of ED (one of 8 programs)
- CSAP Model Program
- World Health Org. EBP list 2006
- Cochrane Collaboration – Oxford Univ. found SFP best substance abuse prevention program in the world (Foxcroft, et al., 2003)

SFP is now being tested for the prevention of child abuse as an evidence-based program on Administration for Children and Families (ACF) grants to several states and tribes.

Outcomes include increased family strengths and resilience and reduced risk factors for problem behaviors in high risk children, including behavioral problems, emotional, academic and social problems. SFP builds on protective factors by improving family relationships, parenting skills, youth's social and life skills. Lesson 8 also increases the perception of the harm of using alcohol, tobacco, or drugs to the developing teen brain.

Because SFP trains parents to become therapeutic parents and nurturing caregivers, mental health outcomes also improves in youth. A 10-year follow-up study of Iowa low-risk students who attended SFP classes with their parents in the 6th grade showed outcomes which included:

- 300% reduction in depression
- 280% reduction in social anxiety
- 260% reduction in phobias
- 220% reduction in anti-social personality
- not a single young adult (up to age 23) used meth compared to 3.2% in the control schools.

Other health benefits of SFP:

Epigenetic research in mice demonstrates Nurturing Parenting (licking-grooming mother mouse) prevents phenotypic expression of inherited diseases, such as: Cardiovascular Disease, Cancer, and Obesity.

Cost Effectiveness

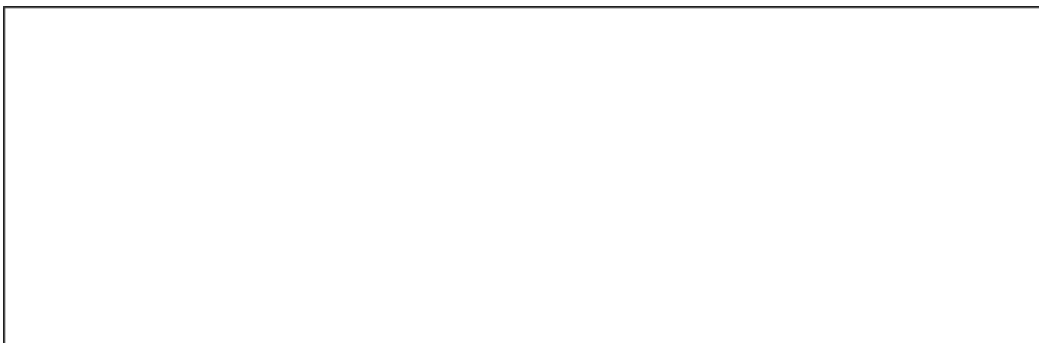
According to comparative effectiveness reviews including the Cochrane Reviews (Foxcroft, et al., 2003; Foxcroft & Tsertsvadze, 2012) and CSAP's cost-benefit analysis (Miller & Hendrie, 2008), the most

successful evidence-based program (EBP) to prevent youth substance use is the *Strengthening Families Program* (SFP).

Intervention Theories

The *Strengthening Families Program* (SFP) is based on family systems intervention theories elaborated by Bowen (1991) and others (see Kumpfer & Hansen, 2013 for a review of intervention theories). These family therapists observed in their clinical work that children's problems were rooted in the way parents dealt with or treat their children. However, they needed effective intervention methods to improve family bonding, communication, organization, and reduce conflict. The skills training format was influenced by the effective behavior change techniques of B. F. Skinner's operant conditioning techniques and confirmed by Bandura's social learning theory or cognitive behavioral theories and self-efficacy theories at Stanford University (Bandura, 2001). Teaching parents to use positive reinforcement (attention, praise) for wanted behaviors and ignoring unwanted behaviors were developed into highly effective clinical methods by Gerald Patterson at the University of Oregon. His cognitive behavioral change theories or skills training methods (Patterson & Banks, 1989) developed to reduce psychopathology in children and families became the basis of most of the effective parenting and family skills training interventions. These family-focused interventions proved to be particularly effective in reducing behavioral health disorders, drug use and intermediate risk factors, such as conduct disorders, aggression, and family conflict, as well as improving protective factors such as social competencies, peer resistance skills, family and school bonding, school performance, and family organization and cohesion (Kumpfer & Alvarado, 2003).

The importance of family influences is supported in the etiological theory, the *Social Ecology Model of Adolescent Substance Abuse* (Kumpfer, Alvarado, & Whiteside, 2003). This SEM-tested causal model found that the family cluster variables of family attachment or bonding, parenting skills and supervision, and communication of positive family values were the most critical in protecting youth from substance abuse particularly for girls (Kumpfer, Smith & Summerhays, 2008). Never predicted was the strong pathway between family bonding and academic performance that is protective for later drug use if children are successful in school (Kumpfer, 2014). Similar SEM models have been tested for school failure, delinquency, and teen pregnancy as well as alcohol and drug use with similar results (Ary, et al., 1999; Fothergill & Ensminger, 2006).



Causal Factors – Substance Abuse -

The exact etiological causes of substance abuse are still unclear; however, previous research concludes there is a complex interaction between genetic, biological and environmental factors (Schuckit, 2009). In the addiction field, substance abuse have been described as a “family disease” that is validated by findings that children of substance abusers are two to 18 times more likely to also become drug abusers depending on their level of inherited genetic risk and family disorganization and stress (Chassin, Carle, Nissim-Sabat, & Kumpfer, 2004; Kumpfer & Johnson, 2007). Short alleles of the 5-HTTLPR serotonin transporter gene and 7-repeat dopamine gene have been linked to increased behavioral health problems, but expression can be prevented by nurturing parenting. Family EBIs increase positive parenting and decrease family conflict and stress, which has been found to reduce behavioral health care costs related to substance abuse, depression and anxiety, HIV and sexually transmitted diseases (Brody, et al, 2012), family violence including child maltreatment (Brooks, McDonald, & Yan, 2012; Printz, Sanders, Shapiro, Whitaker & Lutzker, 2009), teen drunk driving, and binge drinking.

Epigenetic Substance Abuse Risks and Nurturing Parenting Protection

Epigenetic research (Jirtle, 2010) with mice has demonstrated that even mice bred for certain genetic diseases can be protected by a nurturing “licking and grooming” mother mouse; thus, leading to the hypothesis that nurturing parenting skills can reduce genetic risk of substance

abuse and other inherited “diseases of lifestyle” (Kumpfer, Fenollar, Xie, & Bluth Dellinger, 2012). Recent randomized schools RCT research with African American youth by Dr. Brody and associates (2012; 2013) strengthened the evidence that genetically at-risk youth who participate in an evidence-based family skills training program with their parents, namely the *Strengthening Families Program 10-14 Years* (Kumpfer, Molgaard & Spoth, 1996) adapted for African American 6th graders report 50% lower alcohol and drug use, depression/anxiety and delinquency and HIV status five years later. Genetic risk was determined by saliva samples to find the average 40% of youth with risky genes. Youth who had one or two short alleles for the 5-HTTLPR serotonin transporter gene were classified as high risk for addictions, depression and delinquency. A later analysis found a significant reduction in behavioral health problems in these same youth who had the 7-repeat dopamine risky gene (Brody, et al., 2013).

Settings Where SFP Classes are Implemented

For over nearly thirty years SFP classes have been implemented in schools, churches, drug treatment centers, family and youth service agencies, child protection and foster care agencies, community mental health centers, housing projects, refugee services, homeless shelters, drug courts, family courts, juvenile courts, and prisons. The SFP classes are usually preceded by a meal which serves as an incentive to come, and facilitates informal family practice and coaching while the families eat together. They attend separate parenting, teen, and children's skills classes for an hour, and then reconvene for a family practice session where parents and children practice the skills they learned in class.

SFP DVD Family Discussion Groups

If an agency or organization cannot afford to run a full SFP program with a Site Coordinator and six Family Coaches to teach the parent, teen, and child classes, an affordable option is to do a SFP DVD Family Discussion Group, where several families meet together once a week with two trained Family Coaches. The Coaches conduct a class discussion using the SFP DVD Family Discussion Guide, as they view the SFP Home-Use DVD together and lead the families in practicing the skills. For best results, families should watch the SFP DVD at home together before class so they are prepared for the discussion –

In-Home Intensive Program

Trained case workers, who go into the homes to work with troubled youth and their parents, are using the SFP DVD, the SFP DVD Family Discussion Guide, and Class manuals to train families one-on-one. Results have been remarkable.

Program Contents

SFP sessions include all the critical core components of effective evidence-based parenting programs (CDC, 2008) including: parent and child practice time in the family sessions learning positive interactions, communication, and effective discipline.

The parenting sessions review appropriate developmental expectations, teach parents to interact positively with children (such as showing enthusiasm and attention for good behavior and letting the child take the lead in play activities (daily “My Time”), increasing attention and praise for positive children’s behaviors, and reducing criticism; positive family communication including active listening, validating, respectful I-Messages, eliminating screaming, swearing, sarcasm, and implementing family meetings to improve order and organization. Effective and consistent positive discipline is taught including reasonable and logical consequences and time-outs. Parents also learn stress reduction, problem solving and anger management skills, and how to set clear, firm rules on no underage drinking or drug use. Family practice in experiential exercises is a key component of SFP, because this is what changes brain wiring and enables the new behaviors to become permanent

The children’s skills training content includes communication skills to improve parents, peers, and teacher relationships, discovering goals and dreams, resilience skills, problems solving, peer resistance, feeling identification, dealing with criticism, anger management and coping skills. They also learn about the harms of alcohol, tobacco, and drugs to their developing brain, and how to say “no” in a way that allows them to still keep their friends (a major fear for youth).

LESSON OVERVIEW: Strengthening Families Program for ages 7-17

Parents and youth study the same main subject; "kid" emphasis in italics

Introduction Lesson:

How the Brain develops; the importance and power of one-on-one playtime; eat nourishing, pleasant family dinners (or another meal) together; practice Mindfulness

- 1. Notice, Compliment & Praise the Good; use Stress Reducers; Don't criticize**
 - *Notice & compliment the good; use stress reducers*
- 2. Use Good Communication Skills & Fun Family Meetings**
 - *Listen, Understand, Validate; respectful I-messages; Avoid rudeness*
- 3. Make Family Rules; Set up and use a Rewards System; Assign Children Responsibilities; Make Positive Routines**
 - *Follow Rules; set up Rewards & homework Routine*
- 4. Use Positive Discipline to provide Pre-establish Fair Consequences**
 - *Stay Calm, Accept "no" Nicely; Follow Instructions*
- 5. Problem Solving, Pre-problem solving, and Win-Win Negotiations Skills**
 - *Identify, avoid potential problems to stay out of trouble; Refusal Skills to say "no"*
- 6. Stress Reduction and Anger Management Skills**
 - *reduce stress, learn to trigger your own Relaxation Response, Recognize & track anger triggers, and choose and re-program your brain with pro-social responses with practice walk-throughs*
- 7. Make Goals and Contracts to Change for the Better**
 - *Have Goals & dreams; learn skills for school success & achieve dreams. Give & receive Positive Criticism, receive criticism calmly*
- 8. Harms of Alcohol, Tobacco, and Drugs to the Developing Brain & How Parents can Help to Prevent Underage Use**
 - *Brain still developing; Alcohol & drugs harm the teen developing brain*
- 9. Choose Good Friends; Monitor Kids' Activities & Emotional Well-being; get to know your children's friend's parents; share your no alcohol or drug rules**
 - *Identify and choose good friends, use new social skills to cultivate friendships; plan alcohol-free fun; always stay in an alcohol and drug-free social environment*
- 10. Share family pro-social Values, Enjoy Traditions, Give Service**
 - *Prosocial values help us feel happier; importance of giving service; become a positive "agent of change"*

- 11. How to Reduce Family Conflict** (*Parents and youth together*)
- 12. Develop Emotional Control** (*Parents and youth together*)
- 13. Skills to Create a Stable Family** (*Parents and youth together*)
- 14. How to Keep the Changes You've Made** (*Parents and youth together*)

LESSON DETAILS: Strengthening Families Program for ages 7-17

Introduction Lesson: Happy Family – Healthy Brain Connection:

PARENTS: Parents learn how SFP lessons teach the skills of Bonding, Boundaries, and Monitoring to help families develop happy relationships and keep kids alcohol and drug free; how the brain develops and can be influenced by learning and practice; and the importance of nutritious family dinners to create good brain health and family bonding. **SKILLS** include giving positive attention to children during 10-15 minutes of one-on-one play time daily (called “My Time”); and recognizing and replacing Automatic Negative Thoughts. The skill of Mindfulness is also introduced during the dinner portion of SFP – with an optional short dinner-time lesson on Mindfulness included in each weekly lesson. Practicing Mindfulness exercises has been shown to increase emotional regulation.

CHILD/TEEN LESSONS focus on the power they have to direct the development of their own brains by what they think, say, do, or listen to; eating brain-healthy food and recognizing and replacing Automatic Negative Thoughts (ANTs) to create a healthier brain; and the importance of contributing to happy family relationships. They brainstorm ideas for “My Time.”

FAMILY PRACTICE SESSION (as parents and youth join together for the last hour): The class brainstorms ideas for “My Time” and each family decides times for holding it. Families decorate a Family Conversation Jar to use during their family dinners and insert question slips from the Conversation Jar handout. They review the ANTs handout – Automatic Negative Thoughts – to use at home if needed. Family Practice sessions close by all linking arms to form a Family Circle and repeating the SFP Family Motto: “We are strong and loving families who take time to Bond, set Boundaries, and Monitor so we become our highest and best selves.”

Risk and Protective Factors addressed:

- *Family Attachment*
- *Increased Social Skills*

Lesson 1: Noticing and Complimenting the Good Daily

PARENTS: Parents learn that the best way to change behavior is through noticing and complimenting the good, and ignoring minor annoying behavior. They learn how to give “Reinforcing Compliments” – sincere, specific compliments that reinforces good behavior. They practice the “40 Phrases that Praise” from the handout to get used to saying positive things. They are encouraged to avoid criticizing and keep a 4-1 ratio of positive comments to negative ones. They practice Instant Stress Busters to help them stay calm.

CHILD/TEEN LESSONS focus on learning to notice and compliment the good in others; avoid criticizing family members; and practicing instant Stress Busters to stay calm. They also learn how to receive a compliment graciously.

FAMILY PRACTICE SESSION: Families practice the skills of noticing the good in each other and giving “Reinforcing Compliments” during role-play situations. They prepare their tracking sheet handouts to record their compliments at home. They commit to cease criticizing each other, and they all practice three Instant Stress Busters to stay calm. They end by repeating the SFP Motto during the Closing Circle.

Risk and Protective Factors addressed:

- *Family Attachment*
- *Family Bonding*
- *Increased Social Skills*

Lesson 2: Good Communication and Fun Family Meetings

PARENTS: Parents learn to use LUV Listening (Listen, Understand, Validate) and “I-Messages” when they speak, and to be assertive instead of aggressive or passive. They also learn to apologize when they make mistakes, hold weekly Family Meetings, and avoid throwing “Communication Boulders” – like yelling, swearing, criticizing, put-downs, etc. when they speak to family members.

CHILD/TEEN LESSONS focus on how to LUV listen to others, to use respectful “I-Messages” and to be assertive instead of aggressive. They learn what a Communication Boulder is, how it harms relationships, how to apologize, and the need to participate in family meetings.

FAMILY PRACTICE SESSION: Families practice the skills of LUV Listening and using respectful “I-Messages” during role-play situations. They discuss the harm of Communication Boulders and sign a “Banishing the Boulders Agreement” handout. They practice holding a short Weekly Family Meeting using an SFP agenda and choose a set day and time to hold it. They receive the Apology and Forgiveness handouts to use when necessary.

Risk and Protective Factors addressed:

- *Family Attachment*
- *Family Bonding*
- *Increased Social Skills*

Lesson 3: Rules, Rewards, and Responsibilities

PARENTS: Parents learn the importance of Rules and write ideas for their family, which they will compare with their children’s list during the Family Session. They learn that Rewards are the most effective means of changing children’s behavior, and Social Rewards, or praise, are the best. They begin setting up a Rewards system, using things their children already get for free, like TV or video time. They learn the importance of Responsibilities to help children develop self-esteem; and receive SFP Chore Charts to fill out at home during the week to help this process.

CHILD/TEEN LESSONS focus on the need for family rules and brainstorm ideas for rules they would want as parents. They list rewards they would like to receive for good behavior, and set up an effective Homework Routine – which they will do in the Family Session.

FAMILY PRACTICE SESSION: Parents and children compare their ideas for Family Rules, decide on some they agree on and write them on a draft copy of their “My Family Rules!” handout. They discuss ideas for Rewards, decide on some their children would like to receive, and list them on the Rewarding Rewards handout. They will receive a Rewards Jar and a Rewards Spinner, and children will choose a Rewards Tracking Chart for the week. Families will discuss the need for everyone to share in family Responsibilities, and will review the SFP Chore Chart which they will fill out during the week.

Risk and Protective Factors addressed:

- *Poor Family Management*
- *Clear rules and expectations*
- *Bonding to family with clear standards*

Lesson 4: Limits and Consequences

PARENTS: Parents learn the skill of Positive Discipline vs. Punishment; how to use Positive Practice to teach the behaviors they want; how to “graduate” consequences from mild to severe to fit the offense; that mild, short consequences work best, and how to give consequences calmly. They learn the most effective consequences and prepare for the Family Session where together they will choose consequences for breaking family rules. They make a “Chore Jar” and practice “giving and receiving consequences calmly” during role-plays.

CHILD/TEEN LESSONS focus on ways to develop Impulse Control, the importance of Positive Practice to become their best self, and help decide on consequences for misbehavior that they think is fair, which they will share with their parents during the Family Session. They also practice receiving a negative consequence calmly.

FAMILY PRACTICE SESSION: Children share the three new skills they just learned in class: a) Follow Instructions; b) Accept ‘No’ Nicely; c) Stay Calm in Consequences. Families review the 7 Steps of Positive Discipline; choose a warning cue, and role-play using Positive Practice as the consequence for a misbehavior. The group brainstorms ideas for consequences for Minor, Medium, and Major Offenses, and families decide on and write their consequences on their handout. Families role-play “staying calm” while giving or receiving Consequences, and prepare handouts to track staying calm this week.

Risk and Protective Factors addressed:

- *Clear limits*
- *Positive Discipline model (not lax nor harsh)*
- *Consistent enforcement of discipline*
- *Rebelliousness*

Lesson 5: Problem Solving and Win-Win Negotiation

PARENTS: Parents learn and practice the steps of effective problem solving and “win-win” negotiation using the SFP handouts. They also learn to train their children to “Pre-Problem Solve” by helping them identify possible sources of trouble they may get asked to participate in, list them on the handout, identify them as anti-social behavior, and practice ways to say “No.” This will help children learn critical thinking skills as well as belief in a moral order.

CHILD/TEEN LESSONS focus on the steps of problem solving and how to do it in real life. They also learn the skill of Pre-problem Solving which is looking ahead at behaviors that could cause them problems; and practice the 5-Cs Refusal Skill to say “no” to trouble.

FAMILY PRACTICE SESSION: Families practice the skill of Problem-Solving using the handout to solve an imaginary family problem; then share results with the class. Parents lead children through an exercise of Pre-Problem Solving, which is thinking ahead of problem-causing behaviors that children may be asked to participate in; identifying the negative consequences that might occur, and practice saying “No” to anti-social behaviors using the **5-C’s** Refusal Technique. Families review the Win-Win Negotiation handout for home use.

Risk and Protective Factors addressed:

- *Problem solving*
- *Belief in a moral order*
- *Good decision making skills*

- *Good refusal skills*
- *Pre-Problem Solving to avoid negative, anti-social behavior*

Lesson 6: Stress and Anger Management Skills

PARENTS: Parents learn to identify the causes of stress in their lives and ways to reduce it, including setting up effective routines and learning how to trigger a Relaxation Response. They also learn how uncontrolled anger damages relationships, and learn techniques on how to control their anger responses. They practice noticing and tracking their anger triggers and cues to see the patterns, identify prosocial responses they could use instead; and do experiential exercises to re-program their brains with their chosen pro-social responses to the anger stimuli.

CHILD/TEEN LESSONS focus on identifying things that cause them stress and brainstorm ways to reduce it – including setting up effective routines. They also learn why uncontrolled anger damages relationships, and learn to identify and track their anger responses, and how to program their brain with new, better responses to things that make them angry.

FAMILY PRACTICE SESSION: Families practice stress reduction techniques to trigger a Relaxation Response. They practice “Stepping Out of Anger” to reprogram their brain with pro-social responses, and ready their handouts to track their anger responses in the coming week.

Risk factors addressed:

- *Family Conflict*
- *Stress management*
- *Good anger management*
- *Increase in Social skills*

Lesson 7: Contracts and Goals to Change Behavior

PARENTS: Parents learn how to help children set goals, and ways to help them change their behavior through a “Contract For Change” handout. They to give Positive Criticism and Deliver Difficult Feedback in a way that preserves loving family relationships. They also learn ways to help kids manage their time well, and succeed in school.

CHILD/TEEN LESSONS focus on identifying their goals and dreams; and learning skills to create school success & achieve their dreams, including working on a Contract for Change. They learn how to give Positive Criticism and how to accept Criticism without getting offended.

FAMILY PRACTICE SESSION: Families practice the skills learned in their classes: Goal setting, filling out a Contract for Change; setting up a Homework Routine, and how to give and receive Positive Criticism.

Risk factors addressed:

- *Parental involvement in the child's life*
- *Low commitment to school*
- *Academic failure*

Lesson 8: How Alcohol and Drugs Hijack the Teen Brain

PARENTS: Parents learn how alcohol and drugs harm the developing teen brain; and the three types of skills they need to help prevent underage use: Bonding, Boundaries, and Monitoring to see that teens always stay in an alcohol and drug-free social environment. They review the 5-Cs refusal skill (from Lesson 5) that helps kids say “No” to drinking or using drugs.

CHILD/TEEN LESSONS focus on the harms that alcohol, tobacco, and drugs do to their still developing brain, and are encouraged to stay alcohol and drug free. Kids review the 5-Cs refusal skill from Lesson 5 that enables them to say “No” to anti-social behavior, like drinking underage or using drugs – and still keep their friends

FAMILY PRACTICE SESSION: Families review the harms of underage drinking and drug use and agree to watch the SFP Home-Use DVD Lesson 8 together at home. They practice the 5-C's refusal skill and decide on “one-liners” they could use if asked to use alcohol or drugs. They review and sign Pledge Cards – with youth committing not to use, and parents committing to use the skills of Bonding, Setting Boundaries, and Monitoring to help keep their kids alcohol and drug free.

Risk factors addressed:

- *Parental attitudes favorable toward alcohol & drugs*
- *Perceived risk of drug or alcohol use*
- *High ATOD resistance skills*

Lesson 9: Choosing Good Friends and Monitoring Kids' Activities

PARENTS: Parents learn to help kids identify and choose good friends; and to ask questions and actively monitor their activities to see they always stay in an alcohol/ drug-free social environment. They are also coached in the skills of talking to their kids' friends parents to share their no alcohol or drugs rules and ask for help in monitoring and planning fun alcohol and drug-free activities.

CHILD/TEEN LESSONS focus on identifying and choosing good friends who will help them be their best self and stay alcohol and drug free – and also how THEY can be that good friend and help their friends stay alcohol and drug free too. They learn social skills to cultivate friendships; and discuss ways to plan alcohol-free fun with friends

FAMILY PRACTICE SESSION: Families discuss and choose appropriate curfews for school nights and week-ends. They review the 5-C's refusal skill and use it while kids role-play being a good example, with their parents as negative peers. Youth discuss the "Choosing and Becoming a Good Friend" handout with their parents, and provide their friends' names and contact info. Parents practice asking the 5-W Questions to their children; and also role-play talking to their kids' friends' parents about monitoring and their "No Alcohol or Drugs" rule.

Risk factors addressed:

- *Parental Monitoring*
- *Increase in Social skills*
- *Bonding to peers with healthy beliefs & standards*
- *Interaction with Antisocial or Drug-Using Peers*

Lesson 10: Values, Traditions, and Service

PARENTS: Parents learn the importance of fun family Traditions and happy family Rituals to help create family bonding, which makes kids less likely to use alcohol and drugs. They are encouraged to teach children to appreciate the many benefits they receive from society, and the importance of them doing service to give back. Parents identify and write down their four most important values and prepare to share them with their children during the Family Session.

CHILD/TEEN LESSONS focus on the benefits society provides them, and the importance of giving service to say "thanks." They learn how the brain is hardwired to give them feelings of pleasure when they do pro-social behaviors, and how pro-social values help them feel happier. They also learn that they have the power, through their choices, to become a positive "agent of change."

FAMILY PRACTICE SESSION: Families discuss and choose one new Family Tradition or happy family Ritual. Families brainstorm ideas for service; and parents and children discuss their family values and make a Values Shield to display at home listing their 4 top family values.

Risk factors addressed:

- *Opportunities for Pro-social Involvement*
- *Belief in the Moral Order*
- *Healthy beliefs and clear standards*
- *Strong neighborhood attachment*

Lesson 11: How to Reduce Family Conflict (*Parent and Youth Combined Class*)

SUMMARY: Parents and children meet together to review and practice 6 key SFP skills they learned over the course of the class that will help them reduce family conflict. The key skills

are: 1. Respect others as equals with a win-win attitude; 2. Communicate calmly; 3. Express appreciation and compliments daily; 4. Discipline positively; 5. Look for ways to be kind and helpful; 6. Examine your Hot Thoughts or “Grievance Stories” when you find yourself becoming angry and change them to an accurate view.

Risk factors addressed:

- *Family Conflict*
- *Family attachment*

Lesson 13: Skills to Create Stable Families (Combined parents & youth)

SUMMARY: Parents and children meet together at this last class to discuss the Skills to Create a Stable Family – emphasizing the skills that were taught in their SFP classes. They have an opportunity to share their Successes and Family Values Shield.

Risk factors addressed:

- *Family attachment*
- *Healthy beliefs and clear standards*

Lesson 14: Keeping the Changes We’ve Made (Parent and Youth Combined Class)

PARENTS: Parents and children meet together to review and practice seven key foundation SFP skills that will enable them to keep the positive changes they’ve made. These skills are presented in categories of Bonding, setting Boundaries, and Monitoring. The five skills are: 1) Communicate with LUV and kindness; 2) Have “My Time” regularly; 3) Use Positive Discipline; 4) Hold a Weekly Family Meeting; 5) Monitor their kids’ activities to see that they always stay in an alcohol and drug-free social environment. Families rate themselves on how well they are doing in each skill; and then plan how they can improve. NOTE: If this is the last lesson, a Graduation Ceremony is also included.

Risk factors addressed:

- *Anti-social beliefs, attitudes and behavior*
- *Healthy beliefs and clear standards*
- *Family attachment*

Lesson 15: (OPTIONAL – see SFP Handout) Developing Emotional Control