

## Parent Education Evaluation Project (PEEP) *Parenting the Positive Discipline Way*

The purpose of this study is to examine the effectiveness of ***Positive Discipline Parenting Classes*** in changing parent behavior. This will be done through each attending parent's report of how they believe their behavior was before the class compared to self-report of behavior on the day of the last class as well as at a 2 month follow up. *Jody McVittie first developed the Parent Education Evaluation Project (PEEP). Participating in the project is an agreement to abide by the directions and agree not to use the materials except as specified in these directions or after having been granted permission by Jody McVittie.* This current study is being done under the direction of The Positive Discipline Association to examine the effectiveness of ***Positive Discipline Parenting Classes***. If you have any questions, contact Dr. Kelly Gfroerer, Positive Discipline Association Board of Directors, Research Committee.

### **Administration:**

For the purposes of this study it is important that the administration be as uniform as possible. It is asked that participants READ AND SIGN the informed consent form. Participants who agree to participate will be asked to fill out the PRE test survey at registration or the beginning of the first class and the FINAL survey DURING THE LAST PARENTING CLASS. It takes less than ten minutes. The survey should be THE FIRST PAGE of any class evaluation, so that participants are not biased by other questions. Centers may add questions to the survey on following pages. It is important that the form is administered as is (*do not modify it except for translations*) and that the demographic data be filled out.

NOTE: We are also looking for a control group. You can help. If people register for the class a month in advance, they could fill out the survey ahead of time and again at the first night of class. That would be one kind (the best) of control group. Another kind of control group, if you work at a community center would be to have parents fill out a form if they or their child is registering for another NON PARENTING related class (an art class, swimming class, yoga class etc.). Please contact Kelly Gfroerer at [positivedisciplineatlanta@gmail.com](mailto:positivedisciplineatlanta@gmail.com), if you have access to a control group.

### **Survey language:**

Participating investigators are asked to use the survey AS IS. This is an important piece of the methodology. Translations: Please submit any translations to the Positive Discipline Association for review and approval before you use the instrument. The PDA BOARD will have all translations approved by the author of the PEEP, Jody McVittie. Review of changes is important whether the translation is from Australian English (where swat is used instead of spank) or from Spanish or German or any other language.

### **Control groups:**

We are looking for control groups. Ideally the control group has the same motivation as the parent education group. The best control groups would be people on the wait list for your parenting class, people who want to come but can't because of timing and are signing up for your next class. We will use the same survey process for control groups. Week 1 is the pretest, and

week 7 is the control post test (just small language changes). When submitting control group data make out a face sheet and just write in control group.

### **Data submission:**

Please make sure that you keep your data sorted by the original class. If you get surveys without dates and you know the week that they were filled out, please fill in that information. AFTER you have all of your data (face sheet, pretest, end of class, final -2 months later) put them together in one batch and send them to Kelly Gfroerer at 1180 Wynterhall Lane, Atlanta, GA 30338. If you have questions contact Kelly at [positivedisciplineatlanta@gmail.com](mailto:positivedisciplineatlanta@gmail.com).

### **Use of survey:**

*This survey is not to be modified or used for any purpose other than this project and collecting program data about your own program without the author's permission.* Any program can add additional questions to the survey that would be helpful to them provided that they are added to the END of the survey, not the beginning. (This avoids bias between different groups.)

### **Use of data:**

The Positive Discipline Association has first rights to publish the data (in any form – even the newspaper). Each group will be offered the opportunity to share their data with other groups, but it will not be shared without their consent, except in the form of the published paper. Every program will have a right to use, learn from and if desired, eventually publish its own data *after* the principal investigators have published the aggregated data.

Each group may use their own data for learning about their own classes or in any grant application, or negotiation with funders provided that it is clear that the data is not to be published (even in a newspaper), as it is part of an ongoing study.

### **Confidentiality of data**

Individual confidentiality will be assured, as there will be no names or identifying features on any form.

Program confidentiality: The lead investigators will be the only persons who know where the data comes from.

### **What are the advantages to participating groups?**

The advantages are huge. On the big scale, showing that Parenting the Positive Discipline Way works and publishing it in a peer reviewed Journal is helpful to everyone. Having the work published in a peer-reviewed journal is the first step to becoming a "promising" practice and that unlocks the doors to all sorts of grants. The questions on this survey are consistent with huge national studies on the importance of connection and a feeling of belonging at home and at school that decreases all kinds of social risks (and costs). Although parent "self reported" behavior is not the most accurate way to assess what is happening at home it is an important first look.

On a smaller scale, asking ourselves the questions, "Are we effective in what we do?" and, "How do we compare to others?" and, "Can we learn from others, or teach others?" are important questions if we want to work together to make a better world.

For the purposes of this study we are looking for Positive Discipline Parenting Classes that are at least 10 hours of total duration and take place over 6-10 weeks. That way we can do a rough comparison.

For THIS study, the topics covered in the class should include:

**Essential Core Topics and Suggested Activities for Positive Discipline Parenting Class (for research/best practice model).** We include this list so that there is some standardization of the classes for establishing best practices. They are a “minimum standard”.

**Format:** (taken from the revised Teaching Parenting manual by Lott and Nelsen, 2008)

1. A warm-up
2. Parenting Information: chapter discussion, mini-lecture, or activity (Including an “Introduction to Adlerian Philosophy” at the first class)
3. Experiential activities
4. Parents Helping Parents Problem Solving Steps
5. Establishing a practice (homework related to topic)

**Core Concepts/possible activities:** (\* indicates that the topic IS the activity)

- **Long term vs. short term**
- **Adlerian concepts overview** (\*mini lecture)
- **Belonging and significance**
- **Belief Behind Behavior; thinking, feeling, deciding (getting in child’s shoes)**
- **Mutual Respect**
- **Parenting styles \***
- **Firmness/setting limits**
- **Kind and firm at the same time**
- **Mistaken Goals**
- **Encouragement**
- **Solutions**
- **Mistakes are opportunities to learn**
- **Family Meetings \***
- **Parents helping Parents Problem Solving Steps\***
- **Taking time for training/ skill building (parents and children)**

Face Sheet for Data Submission

Parent Education Evaluation Project  
*Positive Discipline Parenting Class*

Name of Organization Sponsoring Class (if applies) \_\_\_\_\_

Name of **contact person** for questions about data: \_\_\_\_\_

**Contact information:** email \_\_\_\_\_ phone \_\_\_\_\_

**Control Group** \_\_\_\_\_ If these sheets are from a control group, please make sure surveys are dated and please describe

\_\_\_\_\_  
\_\_\_\_\_

**Title of Class:** \_\_\_\_\_

**Number of participants** in class (total) \_\_\_\_\_ Number of evaluations received \_\_\_\_\_

Comments about participant numbers if very different:

**Number of instructors/facilitators/leaders** \_\_\_\_\_

Numbers of **times class met** (# of sessions) \_\_\_\_\_

**Hours of each class session** \_\_\_\_\_

**Total hours** of class \_\_\_\_\_

Total **number of weeks** of class. \_\_\_\_\_ (Eg: if class met 2x in one week the answer is 1. If it met every other week for 8 weeks, the answer is 8. If it met once a week for 6 weeks the answer would be 6)

**Description of class** (may check more than one):

\_\_\_ For parents of a specific age group (identify):

\_\_\_ Pre school or younger

\_\_\_ Elementary school age

\_\_\_ Teens

\_\_\_ For parents of children of mixed ages

\_\_\_ For parents who have already completed another parenting series

\_\_\_ Designed around a specific topic (solving homework problems, anger management etc).

Please identify topic \_\_\_\_\_

**Contact Information for questions:**

**Kelly Gfroerer: [positivedisciplineatlanta.com](http://positivedisciplineatlanta.com) 404-695-0226 cell**

## Administration and Mailing Instructions Parent Education Evaluation Project

### Administration of Survey:

- **FIRST NIGHT OF CLASS** or in the week before class please have class participants fill out the first (survey with only one column) evaluation at registration or when they come the first night of class. It is important that each participant fill in the whole sheet including the demographic data and their “unique” identifier. IF someone joins the class before week two, they can also participate.
- **LAST NIGHT OF CLASS** Please schedule 8-10 minutes during your last parenting session for administration of the survey. Use the two column survey for this. Please do it at the beginning of class or during the break (not the last 10 minutes of class!). This will be the survey with two columns
- **FOLLOW UP.** Use the last night of class survey. We’d also love to get some follow-up surveys back. The easiest way to do this is to have folks fill out self addressed envelopes at the last class and then mail them the survey (another two column survey) 2 months after the class with a note requesting that they fill it out and send it back to you promptly. Include an envelope addressed to yourself so that you can pull all of the data together. A note from you requesting the participant’s help makes a difference. I often print the “It’s easy” file on the back of the follow up surveys.
- Please ensure that the PEEP survey is the first set of questions that your participants answer by having it be the top page of any other evaluation you might have. You may attach your “normal” evaluation to the back of the PEEP survey.
- While the class is filling out their forms, please fill out the “Face Sheet for Data Submission.” Each question on this sheet has been planned to help the project administrators be able to use the data effectively. Filling this out carefully helps us enormously.
- Please make sure that you keep your data sorted by the original class. If you get surveys without dates and you know the week that they were filled out, please fill in that information. **AFTER** you have all of your data (face sheet, pretest, end of class, final -2 months later) put them together in one batch and send them to

Kelly Gfroerer:  
1180 Wynterhall Lane  
Atlanta, GA 30338

If you prefer to send data scanned, please send to [positivedisciplineatlanta@gmail.com](mailto:positivedisciplineatlanta@gmail.com).

Checklist before you put the envelope in the mail you need to have:

- Face sheet
- Surveys from pre test (first class) (one column survey)
- Survey from last class (2 column survey)
- Surveys from 2 month follow up (2 column survey)

Thank you for participating in this project!