

23rd Annual Children's Mental Health Research & Policy Conference March 7-10, 2010

Theory of Change for the Parent Connectors Project – Al Duchnowski, Ph.D. and Krista Kutash, Ph.D., Center for School-Based Parent Support, University of South Florida – Contact: duchnows@fmhi.usf.edu

	Educational Challenge	Parents Need	Needs Addressed Through	Outcomes						
	Parents of children w/ED need to be engaged in child's education.	Knowledge and skill development in order to:	Trained peers (Parent Connectors) will provide:	Mitigate unhelpful social norms	Increased parent empowerment & self efficacy	Increased expected benefits	Decreased parent strain	Increased parent engagement in school	Increased use of MH services by child	Improved educational outcomes of child
T I E R 1	Parents often feel: <ul style="list-style-type: none"> Blame/ shame Isolation Stigma Ineffective Overwhelming strain Actions to support child may not be approved by others (family, friends, social support network) 	Help reduce strain by: <ul style="list-style-type: none"> Reducing blame, isolation and stigma Developing strategies to manage strain Developing strategies to manage feelings of ineffectiveness and lack of control 	Emotional support Someone to share experiences with to reduce isolation and stigma		•		•			
			Expectations about causes of emotional disorders to lessen perception of blame	•	•		•			
			Approaches to address stress and strategies for taking care of yourself				•			
			A discussion of how social norms may provide barriers or facilitators to appropriate action	•			•			•
T I E R 2	Parents often have low expectations of: Self, child, and family: <ul style="list-style-type: none"> School and service system / lack efficacy and control Benefits associated with action 	Examine and adjust: <ul style="list-style-type: none"> Expectations, attitudes, and beliefs <ul style="list-style-type: none"> Self efficacy Perceived control Perceived benefits of action 	Promotion of benefits of action & positive expectations <i>INSTRUCTIONAL / SKILLS SUPPORT</i> BY PC SHARING EXPERIENCE		•					
			Discuss importance of prioritizing & problem solving skills		•					
			Discuss importance of positive attitude toward engagement behavior		•	•				
			Discuss perceived control – You can do it!		•					
			<i>ADVOCACY SUPPORT</i> Discuss how the development of the skills, attitudes, & perceived control lead to desired services & outcomes	•	•	•		•	•	•
T I E R 3	Parents may lack knowledge of: <ul style="list-style-type: none"> Parent role in education and effective strategies for supporting their child's learning Etiology of ED Nature of service systems and how to engage effectively with school and program personnel 	Increase understanding of: <ul style="list-style-type: none"> Mental health system Education system Role in child's academic achievement Role in services delivered 	Informational support Information about related services available at school					•	•	•
			Strategies to increase access to related services (primarily mental health)					•	•	•
			Information about how parents can affect their child's academic performance					•		•
			Strategies to be an effective partner with their child's teacher		•			•		•
T I E R 4	Parents sometimes experience: <ul style="list-style-type: none"> Economic risk factors Environmental risk factors Stressful events and settings 	Better cope with external stressors through: <ul style="list-style-type: none"> Link to community resources, supports, & faith based services Development of skills and strategies to manage external stressors and to engage in problem solving 	Informational and instrumental support Links to Community Resources for basic needs and support (e.g. churches) by giving accurate information and eligibility; Examples: housing, job, basic assistance, transportation, link to case manager				•			
			Skills in accessing services: (a) how to identify issues; (b) how to prioritize issues; (c) how to generate possible solutions; (d) how to communicate and negotiate; and (e) how to be persistent, follow-up problem solving		•				•	•