Building ‘The Village To Raise a Child’
Families and Schools Together (FAST)

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December 2, 2015      Galway, Ireland
Realizing Child Rights by Empowering Parents
Disadvantaged Communities

• Neighborhoods with key indicators of poverty have more correlations with social determinants of health (Marmot)
  — Poverty, poor housing, pollution, lead, poor water, violence
  — Parents are stressed by lack of resources, racism, social exclusion,
  — Higher mobility of population, more immigrants and refugees
  — Higher chronic and acute health problems and more disparities
  — Higher domestic violence, crime and homicide rates
  — Higher child abuse and neglect (44x more neglect)
  — Higher mental health, depression, addiction problems of adults
  — Higher social isolation and community distrust and conflict
Adverse Childhood Experiences (ACE) Research

UK study stratified random sample of adults (n=3885, aged 18–69, April–July 2013) asked to recall childhood experiences

- 46.4% reported one ACE; (53.6% none; 8.6% >8)
- 17% verbal abuse/neglect; 14% physical abuse; 6% sex abuse
- Compromised parenting: 12% mental health problems; 12% domestic violence; 9% alcohol abuse; 3% incarcerated; 4% drug abuse; 22% separation/divorce
- If one had >4 ACE (4% of wealthy vs 12% of poorest), this correlated with more cancer, stroke, cardio-vascular disease, diabetes, lung/respiration problems, liver disease; each at p<.0001 (Bellis et al, 2014, Journal of Public Health)
For Community Solutions Use Theories from Sociology and Psychology

- Social ecological theory of child development (Bronfenbren)
- Family systems theory (Minuchin)
- Family stress theory (Hill; McCubbin; Boss)
- Attachment theory (Bowlby)
- Social capital theory (Coleman)
- Risk and protective factor theory
- Adult education theory (Freire)
- Group theory (Ephross)
- Community organizing theory
- Social learning theory (Patterson)
Use Values: Parents are Empowered, Included and Supported to Co-Lead

- Respect for parent role and lived knowledge is at every level of FAST programme: ‘nothing about us, without us’
- Parents co-produce with practitioners: they participate in team training, planning, implementing, evaluating FAST
- Teams must be culturally representative and adapt FAST to express local cultural priorities; FAST is 60% flexible
- Parents are coached to be in charge of their own family
- Parents are given time to form informal social networks
- Parents graduates plan the monthly ongoing meetings
- Parent interview panel for evaluation FAST certification
Social ecological theory of child development (Bronfenbrenner)
NICHD Social Capital FAST Project

child

family

school
Can Sociological Theory of Social Capital Help?

James Coleman, Sociologist, U of Chicago (1990)

• Social networks of trust: bonding; bridging groups
• Multi-stranded; active participation in networks
• Interpersonal relationships of reciprocity
• Studied schools: intergenerational closure
• Norms in groups: shared expectations
• Outside the market: non-professional relationships
• Reduced social capital leads to reduced well-being
• Society now needs to make structures to build it
Intergenerational Closure

• Coleman’s theory on social capital developed in schools
• First, a child is connected to his parents at home
• At school, children form friendships with other children
• IF parents befriend parents of their child’s friends at school, that densely closes the circle several times
• He calls this social network: ‘intergenerational closure’
• If each parent knows 4-5 parents of their child’s friends at school as their friends, they connect in long term ‘hubs’
• School achievement outcomes for children increase, he claimed, if parents are connected with 4 or more parents
• Social capital correlates with less child abuse and neglect, depression, addiction, stress, more health and well-being
FAST Builds Protective Factors Against Chronic Toxic Stresses from ACE

- Select a disadvantaged neighborhood
- Partner with a school; invite ALL whole families
- Empower parents into a collective/group voice
- Build parent to parent ties, reduce isolation
- Parent leadership at school and community
- Strengthen internal family unit (less conflict)
- Strengthen parent-child attachment = well-being
Experiential learning through parent led repeated activities (no “teaching” or lecturing)

Family Scribbles Game

Family Flag

Feeling Charades
CORE: Parents practice ‘responsive play’ weekly (15 min)

Special Play
National Retention Rates Average 80% for FAST Replications across 21 Countries

Retention Rates

LA1: 86%  
LA2: 96%  
LA3: 100%  
LA4: 100%  
LA5: 100%  
LA6: 100%  
LA7: 100%  
LA8: 80%  
LA9: 80%  
LA10: 88%  
LA11: 73%  
LA12: 68%  
LA13: 71%  
LA14: 100%  
LA15: 71%
## Parent Self-efficacy

<table>
<thead>
<tr>
<th>Subscales</th>
<th>N</th>
<th>Pre-mean</th>
<th>SD</th>
<th>Post-mean</th>
<th>SD</th>
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</thead>
<tbody>
<tr>
<td>Social self-efficacy</td>
<td>161</td>
<td>3.30</td>
<td>.64</td>
<td>3.37**</td>
<td>.67</td>
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<td>General efficacy</td>
<td>164</td>
<td>3.62</td>
<td>.71</td>
<td>3.69*</td>
<td>.71</td>
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</tbody>
</table>

*p<.10     **p<.05    ***p<.01    ****p<.001
## Relationships with FAST child and with Community reported by Parents Pre-Post

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Pre-mean</th>
<th>SD</th>
<th>Post-mean</th>
<th>SD</th>
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<tbody>
<tr>
<td>Parent-Child</td>
<td>169</td>
<td>7.67</td>
<td>1.72</td>
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<td>Relationship</td>
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<tr>
<td>Social</td>
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<td>7.69</td>
<td>1.43</td>
<td>8.33*****</td>
<td>1.17</td>
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<td>relationships</td>
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<td>with Community</td>
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</tr>
</tbody>
</table>

*p<.10  **p<.05  ***p<.01  ****p<.001
## Reciprocal Support reported by Parents

<table>
<thead>
<tr>
<th>Subscales</th>
<th>N</th>
<th>Pre-mean</th>
<th>SD</th>
<th>Post-mean</th>
<th>SD</th>
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<tbody>
<tr>
<td>Support provided to other parents</td>
<td>165</td>
<td>1.18</td>
<td>.98</td>
<td>1.47****</td>
<td>.89</td>
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<td>Support received from other parents</td>
<td>165</td>
<td>1.05</td>
<td>.94</td>
<td>1.40****</td>
<td>.93</td>
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<td>Total reciprocal support</td>
<td>164</td>
<td>2.24</td>
<td>1.84</td>
<td>2.86****</td>
<td>1.76</td>
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## Parents Rate Types of Social Support

<table>
<thead>
<tr>
<th>Subscales</th>
<th>N</th>
<th>Pre-mean</th>
<th>SD</th>
<th>Post-mean</th>
<th>SD</th>
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<tbody>
<tr>
<td>Tangible Support</td>
<td>171</td>
<td>1.80</td>
<td>1.02</td>
<td>2.07****</td>
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<td>Affectionate Support</td>
<td>170</td>
<td>2.09</td>
<td>.96</td>
<td>2.27****</td>
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<td>Emotional Support</td>
<td>167</td>
<td>2.04</td>
<td>.93</td>
<td>2.23***</td>
<td>.83</td>
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<tr>
<td>Total Support</td>
<td>167</td>
<td>1.95</td>
<td>.88</td>
<td>2.17****</td>
<td>.80</td>
</tr>
</tbody>
</table>

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Family Relationships Reported by Parents Pre-Post FAST
Family Environment Scale (Moos & Moos, 1981)

N=153

- =P<.10 (10% change due to chance)
* =p<.05 (5% Change due to chance)
** =P<.01 (1% change due to chance)
*** =P<.001 (0.1% change due to chance)
Parents Report Pre-Post FAST on Child Home Behaviour Strengths & Difficulties Questionnaire (SDQ Goodman, 1997)

N=164

- Pro-social
- Emotional
- Conduct
- Hyperactivity
- Peer Problems
- Total
- Impact

 british Average

Pre FAST

Post FAST

= P<.10 (10% change due to chance)
= P<.05 (5% change due to chance)
= P<.01 (1% change due to chance)
= P<.001 (0.1% change due to chance)
Teachers rate Pre-Post FAST Child School Behaviour Strengths & Difficulties Questionnaire (SDQ, Goodman, 1997)

- Pre FAST: Pro-social 7.3, Emotional 1.92, Conduct 1.5, Hyperactivity 3, Peer Problems 1.4, Total 6.7, Impact 0.4
- Post FAST: Pro-social 7.11, Emotional 1.77, Conduct 1.4, Hyperactivity 3.6, Peer Problems 1.76, Total 8.48, Impact 0.69

- N=210

- P<.10 (10% change due to chance)
- P<.05 (5% change due to chance)
- P<.01 (1% change due to chance)
- P<.001 (0.1% change due to chance)
Randomized Controlled Trial Research (NICHD)
### ITT Effects of FAST vs Control on Social Capital

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Effect size</th>
<th>Est/S.E.</th>
<th>P-value</th>
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<td>Intergenerational Closure</td>
<td>0.13</td>
<td>3.02</td>
<td>0.003</td>
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<tr>
<td>Shared Expectations with Other Parents</td>
<td>0.33</td>
<td>3.28</td>
<td>0.001</td>
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</tbody>
</table>
## TOT Effects of FAST vs Control on Social Capital

<table>
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<tr>
<th>Outcome</th>
<th>Effect size</th>
<th>Est/S.E.</th>
<th>P-value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intergenerational Closure</td>
<td>0.35</td>
<td>2.83</td>
<td>0.005</td>
</tr>
<tr>
<td>Shared Expectations with Other Parents</td>
<td>0.97</td>
<td>2.93</td>
<td>0.003</td>
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</tbody>
</table>

Intervention → Social Capital
ITT and TOT Effects Size of FAST on Parent-Parent Social Capital
Effects of Social Capital on SDQ Child Bullying and Behaviour Outcomes

- Peer Problem Behaviors
- Total Behavioral Problems

Intervention → Social Capital → Outcomes

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ECONOMIC BENEFITS vs COSTS OF FAST

WISSP rates benefits vs cost per child of evidence-based

- Strengthening Families $381
- Incredible Years (10-14) $408
- FAST $851
- Triple P (Level 4) $1737

- Costs of FAST team of parents and practitioners vary: in US each team member is paid stipend, UK none is paid
- Should include 80% retention rates of low-income parents
- Should include predictability of replication child outcomes
- FAST has whole family, so benefits for two children can be included, and benefits for parents health/well-being
- Should include social capital and ACE adult health costs
FAST on Government Lists as Evidence-based

Based on randomized controlled trials and replications in 21 countries with predictable results in pilots and ‘scale-up’ of 80% retention and improved child, family, school, social capital outcomes

FAST is identified as an evidence based model and values based by

• European Union (2014) Investing in Children
• United Kingdom (2012) Effective Parenting Programmes
“It takes a village to raise a child”