

FAMILY WELLNESS ASSOCIATES, LLC
624 HOLLY SPRINGS ROAD, #330
HOLLY SPRINGS, NC 27540
TOLL FREE PHONE & FAX: 888-543-9054
WWW.FAMILYWELLNESS.COM

SUMMARY OF THE FAMILY WELLNESS PROGRAM



Family Wellness is a quickly learned and easily adapted program, which has proven effective in a variety of communities, cultures, and languages. It is currently used for prevention and intervention in the areas of domestic violence, drug, alcohol, and child abuse. Some additional applications are for relative caregiver families, stepfamilies, in chaplaincy/military programs, families in gang-impacted neighborhoods, for teaching conflict resolution skills to youth and families, for teen parents, for family preservation programs, as well as for parents who want to get back in charge of their children and their lives.

About the Course:

The basic: "Survival Skills for Healthy Families" is a sixteen-hour Family Wellness program presented to large groups of families and individuals in a series of eight two-hour sessions:

Map for Healthy Families
Parents As Leaders in Healthy Families
Parents As Models in Healthy Families
Children in Healthy Families
Adult Relationship in Healthy Families
As Children Grow-Change in Healthy Families
Solving Family Problems
Values: Preparing Your Child for Life

Each session is organized around practical guidelines for healthy family interactions, which are demonstrated and then practiced with the participants. There are over 20,000 trained instructors presenting this course to over 2,000,000 families since 1980.

The course is a proven model for teaching skills, enhancing healthy family

interactions, and investing family members in each other and their community.

About the Benefits:

The Family Wellness Program has specific benefits for a variety of settings:

1. A structure that provides focus and skills for counselors and agency personnel.
2. Effective prevention: Stops problems before they start.
3. Provides supportive structure for families with the additional stresses of drugs and of violence in the community.
4. Packaged and easily implemented program for targeted populations.
5. Focus on management of children and stronger couple's relationships.
6. Meets most legal and program requirements for court ordered abuse cases (spousal, child, and drug/alcohol abuse).
7. Gives parents skills and support for managing their children.
8. Provides a supportive program for family members to acquire skills for managing their lives and building health in their families.
9. Trains counselors, teachers, clergy, and support personnel who have the credibility in their respective communities or setting to provide the skills on site.
10. Provides a framework and skills for interactive teaching through the use of role-play, coaching, sculpt, large and small group activities.
11. Gives counselors, clergy, agency staff, and school personnel the skills and practice to work effectively with difficult youth and family situations.
12. Family Wellness takes groups of individuals and families and gives them the skills, support, and practice to build on their existing healthy patterns and add new ways of living and working together.
13. Additionally, local law enforcement benefit (as indicated in San Jose, Hollister, and other cities) from lower truancy and burglary in gang neighborhoods resulting from stronger families where kids are managed by their parents.

About the Beliefs:

The course, which was developed in 1980, represents two interests:

First: Our belief that in order for families to reclaim their pivotal role in providing for the health of their members, they need new tools and supports to handle the challenges in our current society.

Second: Our wish to translate the knowledge and skills of family therapy

into a readily available and effective program to help families.

About our History:

Developed in 1980 by Virginia Scott and George Doub, the "Survival Skills" course originally was presented in various rural and urban settings using school and community sites throughout Santa Cruz and Santa Clara counties in California. One of the first series was presented in Spanish and English in Watsonville, CA. Some of these first courses were targeted for teen parents in high schools, spanish-speaking groups, and at-risk families in East San Jose.

Currently, the "Survival Skills" course is presented throughout the United States and in several other countries. South Korea has a Family Wellness Center and has translated the interactive workbook; El Salvador has purchased Instructor manuals and workbooks; Puerto Rico, Canada, Mexico, Hong Kong, France, England, Australia and Germany have done the same.

About the Applications:

- Military Family Life Consultants and social workers in the Military use Family Wellness to help families develop stability as well as to treat domestic violence and child abuse cases.
- Family Wellness is being used by Native American, Latino, African-American, Vietnamese, Cambodian, Hmong, Laotian, Chinese, and Filipino communities.
- Social Services use this model for in-home services, as well as child abuse prevention and intervention for Court ordered parenting. Schools use Family Wellness to strengthen families to become more involved for the success of their children, to provide parents with skills to solve problems, and to meet parental school involvement guidelines within various states.
- Churches use the curriculum in family and youth ministries.
- Family Wellness has also been used in gang neighborhoods to strengthen families and parent involvement with their children.
- Law enforcement has paid for courses in conjunction with their TABS (Truancy Abatement, Burglary Suppression) programs. When families attend the courses and parents are involved with their children, there is improved school attendance and fewer burglaries.
- Other community agencies use Family Wellness to get parents involved with the kids and mentors of like ages to prevent pregnancy among teenagers.

Some extensive use of the Family Wellness model has occurred in the following populations/areas:

1. Clovis Unified in Fresno County, California has used the Survival Skills course and curriculum to provide parental involvement and skill building for each of its over twenty eight schools annually.

They present courses for pre-school families through high school students, and for alternative schools as well as Saturday schools. An additional curriculum for Wellness in the Classroom was developed to assist teachers and administrators. Clovis Unified trained supportive service personnel -hospital, probation, social services, and foster homes in order to better serve their community. Many Hmong and Vietnamese instructors are now trained to provide services in their school communities.

2. The Native American community has made extensive use of the Family Wellness model for family strengthening, drug and alcohol abuse prevention and child abuse prevention.

- The Community Coalition for the Washoe Nation in Reno, Nevada has been using the curriculum.
- The Indian Health Center in San Jose, CA received funding from the Santa Clara County Child Abuse Council and used the Survival Skills to support its families.
- The Navajo Nation of the Four Corners area has recently had training for professional and community leaders to use the course in a variety of settings.

3. The San Jose Police Department has been funding Family Wellness courses in its "High burglary" areas as part of its "Truancy Abatement, Burglary Suppression" (T.A.B.S.) program for years. It is their belief that after attending the Family Wellness course, parents manage their children better.

The City of San Jose also invested in a "Jump Start" version of Family Wellness because it was found that direct gang intervention was not enough to change gang activities in neighborhoods. So courses are taught in these neighborhoods to strengthen the role of parents and their connection with their children.

4. The Santa Clara County Social Services Agency, Dept. of Family & Children's Services, is currently using Family Wellness as its Family Education program in Spanish and English for its family preservation efforts.

5. The Juvenile and Family Courts in Santa Clara County order families to Wellness Courses for abuse prevention and intervention.

About the Instructors:

Because of our interest to support families throughout the community, a special emphasis has been placed on training instructors and presenting courses that respect the ethnicity and culture of the participants. Since 1985, we have trained over 20,000 instructors to present our model: Hispanic, Vietnamese, Hmong, Korean, Laotian, African-American, Native American, and Caucasian. Their most common professions are: teachers, principals, counselors, psychologists, psychiatrists, parents, probation officers, chaplains, clergy from more than ten different denominations, social workers, nurses, family life educators, and community leaders.

About Teaching the Course:

The particular effectiveness of the Survival Skills course in working with families of all income and educational levels and various cultures comes from nine key elements of the program:

1. Family participation: ALL members from children through extended family and support people are invited and attend the series. Because all family members contribute to the health and the working of a family, skills and concepts are taught allowing each member of the family to understand and use them.
2. Instructors chosen to fit the particular community, language and experience needs (e.g. Hispanic, single parent, blended family, military).
3. Locations chosen that support families and provide on-going "teamwork" with parents such as schools or churches.
4. Simple rules that capture basic theory and put it in words and concepts that make it memorable and usable for families and individuals.

5. Dramatic role-play of real family situations, problems, and ways of working through problems that make the content believable and applicable. Drama captures the attention and interest of most participants because it approaches their various learning modalities-visual, auditory, and kinesthetic, through its portrayal of real life.
6. Coaching of family members in their own real-life "stuck" places or problem areas. Participants are voluntarily brought up front to play out their usual ways of handling a particular issue or problem, then given new options and coaching to help the options work. This reinforces new ways of behaving both for the individual and the audience. For example: how to get the behavior you want from a child without being abusive or using physical punishment; or how to switch from reinforcing arguing with a partner or child by a demonstration of how to stick to one subject, say what you want, and build on what works.
7. Visual aids that reinforce what is taught and give clear simple anchors for participants to learn the theory and skills.
8. Exercises that reinforce the content and skills with support and the "truths" participants have to share with each other
9. Materials that reinforce the content and skills with activities, interactive exercises, and video and audiotapes that present the series with exercises for home use or with a facilitator.

About the Resources:

1. The Survival Skills Workbook is currently in English, Spanish, and Korean. This interactive workbook has summaries of the theory and exercises that fit for various family members by age and role.
2. The original six-session video sets for the Survival Series course provides reinforcement of the course or the opportunity for a community leader, clergy, or school leader to facilitate the series, using the videos. Some schools and veterans' centers provide the videos for checkout and home use.
3. An Instructors Manual teaches the theory, presenting skills and a step-by-step presentation with objectives, theory and strategies or ways to

present each session's content,

4. A DVD on Coaching for instructors and therapists that teaches and demonstrates coaching of participants to teach skills.
5. A laminated full size series of flip charts for select FW curricula in Spanish and English capturing the main theory and content for each session.
6. A PowerPoint presentation.
7. Practical handouts for each session for the participants in English or Spanish.
8. Special Adaptations of the curriculum for specific target groups:
 - Map For Marriage (Pre-Marital Education)
 - The Strongest Link (Couples)
 - Dads for Life
 - Step-Families (Blended Families)
 - Healthy Christian Families
 - Families Impacted by Domestic Violence
9. The books:
 - Family Wellness Skills: Quick Assessment and Practical Interventions for the Mental Health Professional*, Joseph Hernandez, Ph.D. New York: W.W. Norton & Co., 2013.
 - Raising A Loving Family*, by George Doub, Virginia Scott, and Peggy Runnels, Adams Media Corp, MA, 1999.

About the Best Practice, Evidence-Based Evaluation:

The Family Wellness model is identified in the United States government's Substance Abuse and Mental Health Services Administrations (SAMHSA) National Registry of Evidence-based Programs and Practices (NREPP) as a best practices program. Listing in this registry is an honor and is based on the Administration's rigorous assessment of independent research on the Family Wellness model.

A five-year U.S. Dept. of Health and Human Services grant was awarded to New Mexico State University in Las Cruces, NM to study the efficacy of the Family Wellness model. In a study of 1,500 participants over the course of the

five year study, statistically significant growth was achieved across all three areas of study and statistically significant growth was found in 18 of the 20 subscales investigated.

In 2016, a five-year grant was awarded to The Parenting Center in Fort Worth, TX to study the efficacy of the Family Wellness program. Preliminary indications are that positive results are anticipated!

There have been a number of additional **independent research studies** conducted that continue to support the efficacy of the Family Wellness curricula.

Less scientific, first-hand valuable subjective data was gathered at each presentation over the years and gives validation to the effectiveness of the course in the words of thousands of participants from all walks of life throughout the world.

Some specific research includes:

1. The first study done by the Drug and Alcohol Abuse Prevention project in Santa Cruz utilized a before and after and follow-up study which included the Moos Family Environment Scale. This study indicated through a six month follow-up phone evaluation that more than 70% of the participants (60 called) continued to experience improved communications skills; over 35% indicated reduced or eliminated drug use, 80% considered the family to be "closer"; and 25% felt that the family was solving problems better.
2. Several studies were conducted at the Alum Rock Counseling Center in the 1990's using the Family Adaptability and Cohesion Evaluation Scales (FACES III, developed by Olson, Portner, and Lavee in 1985). Through a sampling of pre and post-tests, it was concluded that families generally felt more connected, individuals reported feeling more flexible and less structured, and the educational workshop approach does seem to promote healthier functioning in all family types.
3. Natural Bridges School in Santa Cruz in 1987 contracted for a series at the school, specifically targeting families where the parents were not involved, the children were habitually truant and their behavior was causing problems for the staff. For this series, eight sessions were presented and the school staff met once a month for an hour to get specific skills and consultation for working with families. The principal of the school recruited over 100 parents for the

series, saying, "I've got them here, now it's up to you to keep them." The group remained essentially intact, and the results were increased parental involvement at the school, significantly improved student attendance, and a decrease in behavioral problems. Significantly supporting these results, for example, in 1990 the parent group contracted with Family Wellness Associates to present a series in the new multipurpose building that their group had been able to build, thanks to their development as a parents support group for the school.

As a final source of reinforcement, in 1986 Paul GIBLAN conducted a meta-analysis of some 85 studies of pre-marital, marital and family enrichment programs to evaluate the empirical evidence from 3886 participants. His findings support all of the structure and skills taught by Family Wellness: behavioral rehearsal; coaching and role-play; co-leadership; minimum of twelve hours in total length; communications skills including problem-solving techniques.

We hope this gives you some idea of what our course provides and its variety of uses. We know that Family Wellness works in community and school settings. We believe it will work for your community, too!

We are not able to teach our course by distance learning due to the interactive learning component, but in addition to our pre-scheduled training sites, we will arrange training when 10 or more people in an area are interested. Please contact our office if you would like additional information about training or resources for families and instructors in your area. We welcome to opportunity to continue our mission of strengthening families throughout the world!

Ana Morante, LMFT
(408) 250-2261 (Office)
Erin Simile, LMFT, LPC, CFLE
(919) 946-7755 (Office)
Michelle Hernandez, MA
(209) 543-3808 (Office)
Mike Simile
(888) 543-9054 (Office)
Nate Cottle, Ph.D. CFLE
(801) 450-0193