

ACT International Meeting Day 2 (Recording)

493

02:19:51.960 --> 02:20:02.850

Lauren Caldwell Sommers (she/her): we'll have lots of questions and I think that will feed right into actually some of our discussion about the future of ACT, so thank you so much for your patience, and I would love to turn it over to two of you now to take us away.

494

02:20:04.290 --> 02:20:21.840

Elisa Rachel Altafim: Okay Thank you so much Lauren, and you all for the opportunity to present our work that we're leading here in Brazil. so i'm going to present our project here in Brazil, a bit from what we are doing. Are you seeing my presentation?

495

02:20:24.060 --> 02:20:25.140

Lauren Caldwell Sommers (she/her): Yes, yes.

496

02:20:25.530 --> 02:20:31.470

Elisa Rachel Altafim: Thank you, so the name of our project is Positive parenting and prevention of violence against children: From evidence-based to sustainable large-scale

497

02:20:31.470 --> 02:20:37.320

Elisa Rachel Altafim:

498

02:20:38.520 --> 02:20:46.650

Elisa Rachel Altafim: And i'm coordinating this project in partnership with Professor Maria Beatriz Linhares, if you have any questions, she's also here if is she wants to say something.

499

02:20:50.340 --> 02:20:50.970

Maria Beatriz: Go ahead.

500

02:20:54.570 --> 02:21:05.040

Elisa Rachel Altafim: And we have the financial support from three foundations at this moment in Brazil.

501

02:21:05.460 --> 02:21:15.750

Elisa Rachel Altafim: So i'm going to say a little bit about the problem of violence here in Brazil, so you can understand a little bit of our context, we have the huge worldwide problem that in fact negatively affects

502

02:21:17.160 --> 02:21:20.460

Elisa Rachel Altafim: development, especially in a low income countries.

503

02:21:20.880 --> 02:21:22.290

Elisa Rachel Altafim: Nearly three in

504

02:21:22.530 --> 02:21:23.400

Elisa Rachel Altafim: four children.

505

02:21:23.700 --> 02:21:24.300

servers.

506

02:21:26.910 --> 02:21:34.800

Elisa Rachel Altafim: Are yeah I think someone is on the microphone, so we have nearly three in four children suffering physical punishment.

507

02:21:35.310 --> 02:21:52.590

Elisa Rachel Altafim: And/or psychological violence from your parents, so we have a huge problem that we need to act on altogether, and we know that maltreatment childhood it's linked with toxic stress can cause trcks toxic stress.

508

02:21:53.880 --> 02:22:01.740

Elisa Rachel Altafim: We had we did a systematic review showing that the intergenerational cycle of violence is maintained

509

02:22:02.940 --> 02:22:07.980

Elisa Rachel Altafim: During generations, so we need to break the cycle of violence.

510

02:22:09.900 --> 02:22:23.370

Elisa Rachel Altafim: And so, in Brazil, we have a high risk of violence against children, we have specific a specific study, showing that in Ceara.

511

02:22:24.090 --> 02:22:30.180

Elisa Rachel Altafim: it's a place where we are conducting the research, a state of Brazil, that we are conducting the ACT program at this moment.

512

02:22:30.960 --> 02:22:50.070

Elisa Rachel Altafim: We had 49% of the caregivers reporting that they are using spanking with their children, and so this was a big study with 7,000 caregivers and they are showing that we have 49% using spanking.

513

02:22:51.240 --> 02:23:05.550

Elisa Rachel Altafim: From the ?? Foundation, which is a foundation that is that supports us, did study here in Brazil that showed that during the pandemic 67% after caregivers reported

514

02:23:06.180 --> 02:23:28.110

Elisa Rachel Altafim: Using at least one negative parenting practice with their children; spanking screaming, saying like bad things to them, so we need to add, especially during this time that we had a lot of stress inside the houses, because of the pandemic.

515

02:23:29.370 --> 02:23:39.660

Elisa Rachel Altafim: We need to protect and to prevent violence against children with evidence-based very deep programs, such as that such as the ACT Program.

516

02:23:40.230 --> 02:23:53.280

Elisa Rachel Altafim: We need also to implement these programs in a sustainable large scale in public systems, because most of the vulnerable populations are linked with the public systems.

517

02:23:53.790 --> 02:24:08.910

Elisa Rachel Altafim: And so the low income countries have a demand for low cost and well established programs, and we also need to train with good quality to guarantee the fidelity we are really.

518

02:24:10.350 --> 02:24:27.420

Elisa Rachel Altafim: thinking on this, how we can guarantee the fidelity to guarantee the quality and maintain the results that we're seeing in the papers that we are a published, so we want to maintain these in a large scale perspective.

519

02:24:28.740 --> 02:24:40.230

Elisa Rachel Altafim: So here's a little bit about our trajectory in Brazil and when we started this, Beatriz already taught, she started with the program in 2010 when she went to

520

02:24:40.830 --> 02:24:52.200

Elisa Rachel Altafim: The ACT seminar and started to establish the partnership with a APA. in 2012 was our first workshop here in Brazil.

521

02:24:52.800 --> 02:25:03.930

Elisa Rachel Altafim: I inserted a little bit about some pictures here from what is going on all this year, so this year we have 10 years in April of

522

02:25:04.920 --> 02:25:21.930

Elisa Rachel Altafim: 2013 was our first group. We started also doing extension project to sensitize not only the parents, but also to give information about the ACT program content for the professionals who are.

523

02:25:24.000 --> 02:25:35.850

Elisa Rachel Altafim: Linked with the families, so when we start the program here in Brazil, we do some we did some lectures about the content of the ACT program to sensitize the team.

524

02:25:36.330 --> 02:25:51.300

Elisa Rachel Altafim: And started doing this in 2014 we went to conferences to show our results, international conferences, we also had the visit to understand better what what we were doing here.

525

02:25:52.830 --> 02:25:57.570

Elisa Rachel Altafim: In 2015 from this foundation that I told you, and also from Harvard.

526

02:25:58.650 --> 02:26:12.720

Elisa Rachel Altafim: To understand better what we were doing here regarding violence prevention, and this was really important for us because this Foundation is helping us at this moment to link with the public policies.

527

02:26:14.130 --> 02:26:27.270

Elisa Rachel Altafim: So we did the validation of the ACT scale in Harvard in 2016. the first study with randomized controlled trials, it was my PhD Defense.

528

02:26:27.930 --> 02:26:34.350

Elisa Rachel Altafim: Here in Brazil in 2017 was our first workshop training.

529

02:26:35.310 --> 02:26:45.840

Elisa Rachel Altafim: We also won some awards after that we did another facilitator training in 2018 in Pelotas e Fortaleza, Fortaleza is in the state of Ceara.

530

02:26:46.260 --> 02:27:04.680

Elisa Rachel Altafim: And after one year that we did the training with all this team here the professionals reports, a lot of changes in the caregivers that participated, and the team of Pelotas, in partnership with the municipality.

531

02:27:06.180 --> 02:27:19.530

Elisa Rachel Altafim: They inserted the program in a law, then at this moment in Pelotas city in the south of Brazil the ACT program is in the public it's a public policy.

532

02:27:20.880 --> 02:27:32.190

Elisa Rachel Altafim: With this great opportunity we presented that program for the state of Ceara for the government of the state of Ceara, for the secretary's.

533

02:27:33.030 --> 02:27:45.480

Elisa Rachel Altafim: From an occasion our health and social workers in partnership with this foundations that I told you, and they since they stated there was at a high number of parents using spanking and and other.

534

02:27:46.440 --> 02:28:00.330

Elisa Rachel Altafim: Negative parenting practices with their children, they they thought it will be really interesting to insert the program in a coalition of initiative that they are doing in early child development in the state.

535

02:28:01.530 --> 02:28:13.590

Elisa Rachel Altafim: We publish at some we publish it also some chapters in books. in 2020 we started to doing the ACT online during the pandemic.

536

02:28:14.070 --> 02:28:28.410

Elisa Rachel Altafim: And with the adaptations from the APA and also some of the adapataitions that we needed from Brazil. in 2020 when we started to doing the online facilitator training in at ACT Ceara, we are also.

537

02:28:29.730 --> 02:28:39.480

Elisa Rachel Altafim: me and Beatriz, sometimes the newspaper asks us to give some interviews on violence prevention so here was this a.

538

02:28:40.530 --> 02:28:42.480

Elisa Rachel Altafim: interview that we did for a very.

539

02:28:43.710 --> 02:28:56.100

Elisa Rachel Altafim: Good newspaper here in Brazil, so we in 2021 we started ACT with the teenager mothers at the TV, we were invited to talk about the program and also to invite the mothers.

540

02:28:56.640 --> 02:29:05.040

Elisa Rachel Altafim: And we are also having some more work, so we have this contribution during this 10 years and we also had the scientific evidence.

541

02:29:05.430 --> 02:29:19.800

Elisa Rachel Altafim: These are some of our papers that we have already published with the program we showed that the activities of the program in public context. we show it in a randomized controlled trial that the program was.

542

02:29:21.750 --> 02:29:31.440

Elisa Rachel Altafim: Effective if we can see, to improve mother's sense of competence sorry mother's emotional and behavioral regulation, mothers positive discipline.

543

02:29:31.740 --> 02:29:37.170

Elisa Rachel Altafim: A mother's communication and also we saw in this randomized controlled trial that.

544

02:29:37.590 --> 02:29:46.560

Elisa Rachel Altafim: The ACT program could decrease child behavior problems from the perspective of the mothers who participated in the program and also from the perspective.

545

02:29:46.860 --> 02:29:59.730

Elisa Rachel Altafim: From another caregiver that has not participated in the program. Ao we showed the efficacy of the ACT program to improve mother's parenting practices and decrease child behavior problems.

546

02:30:00.360 --> 02:30:13.740

Elisa Rachel Altafim: We also saw the program was effect it has effects from mothers from low socioeconomic levels and middle social economical levels in different contexts of public and private contexts.

547

02:30:14.430 --> 02:30:27.240

Elisa Rachel Altafim: And we also saw that maternal history of violence, we investigated the maternal history of violence, and we showed that the problem was efficacy from mothers who had.

548

02:30:28.470 --> 02:30:36.600

Elisa Rachel Altafim: Violence in their childhood and mothers who didn't have, we also showed the feasibility with preterms.

549

02:30:37.620 --> 02:30:42.150

Elisa Rachel Altafim: With mothers with preterm children, we did an international.

550

02:30:43.710 --> 02:30:59.310

Elisa Rachel Altafim: Paper also with Tasha in the show notes and also Nahoko from Japan and Krista and Leon from Brazil, we had all this should we put all this experience together in this paper.

551

02:31:00.330 --> 02:31:01.500

Elisa Rachel Altafim: We have also.

552

02:31:02.790 --> 02:31:11.490

Elisa Rachel Altafim: validated the ACT scale in this paper relation between parenting practice, socioeconomic status and child behavior in Brazil.

553

02:31:11.880 --> 02:31:21.180

Elisa Rachel Altafim: And in this paper we also show it that mothers with low socioeconomic levels, middle socioeconomic levels and a little bit from high

554

02:31:21.690 --> 02:31:28.890

Elisa Rachel Altafim: Independently from socio economical level they have difficult to regulate their emotions and.

555

02:31:29.430 --> 02:31:47.520

Elisa Rachel Altafim: behaviors so emotional and behavior regulation is a really important component of the ACT program, and we are, and we did another study to understand better the theory of change of the ACT program and we saw that emotional and behavioral regulation is.

556

02:31:49.470 --> 02:31:59.010

Elisa Rachel Altafim: It really important component to decrease child behavior problems we also saw that the act program has a higher impact on.

557

02:32:00.450 --> 02:32:09.780

Elisa Rachel Altafim: Mothers that had children with a child behavior problems, so the impact was higher from mothers who have children with.

558

02:32:11.280 --> 02:32:19.020

Elisa Rachel Altafim: Child behavior problems and we just this week we have the good news that our paper.

559

02:32:19.890 --> 02:32:31.500

Elisa Rachel Altafim: That we did with the ACT online during the pandemic scenario was published so we're going to share with y'all this paper is the feasibility of the ACT.

560

02:32:32.040 --> 02:32:41.190

Elisa Rachel Altafim: In the online format, we have shown really good results that the mother is, after the program the mothers, improve their emotional and behavioral regulation.

561

02:32:41.550 --> 02:32:55.050

Elisa Rachel Altafim: and also the parental sense of confidence, and so the mothers improvement after participating in ACT program and this study was do it, we did during the pandemic.

562

02:32:56.970 --> 02:33:10.740

Elisa Rachel Altafim: We have also now, at this moment, somemaster dissertation and PhD thesis is that we are advising, me in partnership with Beatriz, we are working together with the students.

563

02:33:12.180 --> 02:33:22.650

Elisa Rachel Altafim: These are the metrics that we are working at this moment we are using a mix of methods mixing maternal report with observation of mother and child interaction.

564

02:33:23.430 --> 02:33:39.150

Elisa Rachel Altafim: We are also studying ACT with with adult mothers to show regarding mental health, impairment of the children and adverse childhood experience. we want to understand how these variables works with the mothers who had.

565

02:33:41.280 --> 02:33:52.830

Elisa Rachel Altafim: The ACT raising safee kids parenting program, we are also conducting the act with adolescent mother's, examining the maternal variables and their project of life.

566

02:33:54.420 --> 02:34:07.350

Elisa Rachel Altafim: And parenting practices and child behavior. We also have a study using a mix of methods to understand the implementation process

567

02:34:08.430 --> 02:34:18.870

Elisa Rachel Altafim: From the perspective of the facilitators who conduct the program, so we are analyzing now the training and also the implementation process.

568

02:34:20.880 --> 02:34:27.300

Elisa Rachel Altafim: We are, we all know that the ACT program is listed in the INSPIRE.

569

02:34:28.470 --> 02:34:37.590

Elisa Rachel Altafim: That is a report recommending that that recommend seven strategies for ending violence against children and the act is listed there.

570

02:34:38.070 --> 02:35:01.140

Elisa Rachel Altafim: And this is a really important thing for us because it, saying that is to end violence against children, we need to implement programs in the public system and to do the translation of science to policy. And we are working now in this should translate the science to public policies.

571

02:35:02.970 --> 02:35:05.100

Elisa Rachel Altafim: So we are conducting a large study.

572

02:35:06.750 --> 02:35:18.990

Elisa Rachel Altafim: This is the name of the hour study: Positive Parenting and Prevention of Violence against Children, we aim to evaluate the effectiveness of the implementation at a large scale of the ACT Program.

573

02:35:19.320 --> 02:35:24.060

Elisa Rachel Altafim: To prevent violence against children in psychosocial vulnerable families.

574

02:35:24.900 --> 02:35:39.810

Elisa Rachel Altafim: So we are implementing the act in 25 cities in the state of Ceara in Brazil. Here, is where we are in Brazil, we are into some of the following states our team, and we are implemented in Ceara which is.

575

02:35:40.530 --> 02:35:50.130

Elisa Rachel Altafim: A statee in the North East of Brazil. Here are the cities that we are implementing now this at this moment, the ACT Program.

576

02:35:51.360 --> 02:36:03.690

Elisa Rachel Altafim: So to start the program in Ceara we did a presentation in a strategic strategic goal meeting from ECD or the early childhood development from.

577

02:36:04.710 --> 02:36:10.980

Elisa Rachel Altafim: The government of Ceara and hey they have 2 specific aims is.

578

02:36:11.790 --> 02:36:26.070

Elisa Rachel Altafim: To work in Ceara, that is to increase the support for vulnerable families and to decrease violence that in children and to do link it with these 2 aims, is the ACT problem they have other aims.

579

02:36:26.550 --> 02:36:34.050

Elisa Rachel Altafim: That they are working on for ECD, but the ACT is linked with these 2 aims of the government of Ceara.

580

02:36:35.130 --> 02:36:49.710

Elisa Rachel Altafim: So we have.. our strategies is to have an integrated model of protection, having training, implementation, development and research.

581

02:36:50.340 --> 02:37:13.440

Elisa Rachel Altafim: And our target is to have to stand up a large scale structure and organization for policymakers our outcome is protection of early child development and violence prevention, so we have the ACT Brazil team, me and Beatriz coordinating this project.

582

02:37:14.760 --> 02:37:36.360

Elisa Rachel Altafim: We have linked with us our team of assistants and investigators, then, and we have a local team in Ceara working coordinating super doing supervision and we have the local team in Ceara that is a set of facilitators. i'm going to

583

02:37:37.440 --> 02:37:48.120

Elisa Rachel Altafim: Explain a little bit about this. Here's our timeline we started the trainings and workshops in 2021 and now

584

02:37:49.650 --> 02:37:53.970

Elisa Rachel Altafim: The facilitators are doing the practice during 2022.

585

02:37:55.290 --> 02:38:06.600

Elisa Rachel Altafim: Most of them already received the certification and we are now starting the implementation with the families in to do the randomized controlled trials study.

586

02:38:08.700 --> 02:38:20.190

Elisa Rachel Altafim: So in each city we have a facilitator, there is a psychologist, who is a specialist and give the support.

587

02:38:20.580 --> 02:38:30.300

Elisa Rachel Altafim: Regarding the contents of the program and also a support for the facilitators because we know that when we have violence and we have

588

02:38:30.900 --> 02:38:46.920

Elisa Rachel Altafim: Very difficult cases, the facilitators also need the support, so in each city we have one facilitator, that is a psychologists and that is acting as a supervisor in these 24 cities.

589

02:38:47.820 --> 02:39:02.580

Elisa Rachel Altafim: We also have a nucleation that is a team of at least 4 facilitators in each of these cities, so we have a team of facilitators in each of these 24 cities.

590

02:39:03.420 --> 02:39:07.350

Elisa Rachel Altafim: And this facilitators are implemented with the families.

591

02:39:08.070 --> 02:39:21.840

Elisa Rachel Altafim: And we are also conducting a waiting list design randomized control trial so facilitators are implemented with the families in a study that we are evaluating the parenting practices and the child behavior.

592

02:39:22.470 --> 02:39:41.190

Elisa Rachel Altafim: So during May- December of 2021 we did seven workshops and we trained 190 professionals from the front line, most of them are social workers and psychologists, but we also have teachers.

593

02:39:42.390 --> 02:39:42.780

Elisa Rachel Altafim: and

594

02:39:44.490 --> 02:39:50.580

Elisa Rachel Altafim: But all of them has graduation, that is from linked with child development.

595

02:39:51.750 --> 02:39:56.460

Elisa Rachel Altafim: And so we trained 190 professionals from frontline.

596

02:39:57.840 --> 02:40:11.820

Elisa Rachel Altafim: So we have 24 coordinators of the ACT program, 24 psychologists that act as Supervisors, the coordinators in each city, they present the program for the government of the city.

597

02:40:12.600 --> 02:40:24.240

Elisa Rachel Altafim: They have to organize all the groups that are going on the city, they have to maintain the the facilitators engage it.

598

02:40:24.780 --> 02:40:42.840

Elisa Rachel Altafim: So our communication is with the coordinators and with the supervisors we maintain a weekly contact with the supervisors and coordinators to understand how is going on the.

599

02:40:43.650 --> 02:41:02.040

Elisa Rachel Altafim: ACT in each of the 24 cities, so at this moment we have 109 professional trainers, 103 are say certified as as facilitators, we have 42 that are in progress from getting their first group for certification.

600

02:41:02.850 --> 02:41:15.360

Elisa Rachel Altafim: For to do the certification process, we are analyzing the videos they send for us, the two hours of videos they record with the.

601

02:41:15.780 --> 02:41:25.290

Elisa Rachel Altafim: session number six they send for us, we have a team that help us to analyze so we can get feedbacks help and me and Beatriz.

602

02:41:26.250 --> 02:41:46.560

Elisa Rachel Altafim: We also give their feedback and we analyze together some specific points of the videos. So as I told you, the facilitators are frontline professionals and most of them, social workers and psychologists. So here are the good news, here are some pictures of the families receiving the groups.

603

02:41:47.970 --> 02:41:58.050

Elisa Rachel Altafim: These, we get really emotional when we see this, because they have really good presence in Ceara at this moment with the first groups of the facilitators.

604

02:41:59.160 --> 02:42:00.270

Elisa Rachel Altafim: As you can see here.

605

02:42:01.980 --> 02:42:03.360

Elisa Rachel Altafim: We also did.

606

02:42:04.380 --> 02:42:16.290

Elisa Rachel Altafim: Last year we did a meeting with the coordinators and the policymakers of each of the cities, we did this meeting in December to maintain the group.

607

02:42:17.820 --> 02:42:18.810

Elisa Rachel Altafim: together.

608

02:42:19.980 --> 02:42:37.590

Elisa Rachel Altafim: And we also are we are also doing visitors to all the cities, so here is all the cities that we already visit, and we also have a team that is a local team, that is visiting the cities every month.

609

02:42:39.930 --> 02:42:49.170

Elisa Rachel Altafim: So here we have already 670 families registered for the ACT Program.

610

02:42:51.210 --> 02:42:57.000

Elisa Rachel Altafim: Most of them are mothers, we have an app, now we develop it an app.

611

02:42:58.320 --> 02:43:05.460

Elisa Rachel Altafim: In this app every family that is is registered in this app.

612

02:43:06.660 --> 02:43:21.690

Elisa Rachel Altafim: And this APP do the randomization, say for the facilitator this family is going to start, and this family's going to wait so with this we have data from all the families that they are conducting the ACT Program.

613

02:43:22.920 --> 02:43:24.120

Elisa Rachel Altafim: And so we already had 58

614

02:43:27.000 --> 02:43:32.460

Elisa Rachel Altafim: caregivers that already finished,that we had pre and post data and most of the.

615

02:43:33.690 --> 02:43:39.210

Elisa Rachel Altafim: Families are being ?? at this moment to start the groups.

616

02:43:40.530 --> 02:43:44.550

Elisa Rachel Altafim: So the recruitment and the data collection, are in progress.

617

02:43:47.400 --> 02:43:58.770

Elisa Rachel Altafim: So, here are some of the contributions for the American psychological association, we are looking at scientific publications, we have improvement of the scientific level of evidence.

618

02:43:59.760 --> 02:44:14.370

Elisa Rachel Altafim: Here in Brazil and also with some models from all over the world. we're also helping to think how we can implement the ACT in a large scale, with fidelity and quality.

619

02:44:15.450 --> 02:44:23.220

Elisa Rachel Altafim: We are sharing the learnings of models of the implementation and training for other countries focused on violence prevention against children.

620

02:44:24.000 --> 02:44:32.880

Elisa Rachel Altafim: So here is our team that's working really hard with all this project to going on and so Marilla abd Camila.

621

02:44:33.870 --> 02:44:51.810

Elisa Rachel Altafim: she's facilitators and they are helping us in the supervision they're already like five years with the ACT program, they are masters and PhD students and they are doing weekly online supervision.

622

02:44:52.830 --> 02:44:56.850

Elisa Rachel Altafim: For the facilitators. so after we conduct the training

623

02:44:57.990 --> 02:45:21.450

Elisa Rachel Altafim: Of 16 hours the facilitators also can have a supervision to talk about each session, and if they have questions, so we have during the project we are giving the opportunity of this over 109 facilitators to have weekly to supervision when they want so they can come for the supervision.

624

02:45:23.310 --> 02:45:35.550

Elisa Rachel Altafim: We have Luiza, who is also a PhD student who is monitoring the training so during the training , it was online we had louisa and Rafaela.

625

02:45:35.970 --> 02:45:52.620

Elisa Rachel Altafim: They were connected in seeing if the if the professionals were with the open camera if they had any connection problem they were also with a telephone if they have any problem during the workshop, they would call them and they were.

626

02:45:53.430 --> 02:46:02.370

Elisa Rachel Altafim: Seeing if they were connected if they were answering our questions doing their own thing we did a lot of questions so they were.

627

02:46:04.140 --> 02:46:07.110

Elisa Rachel Altafim: They have a checklist about and they were

628

02:46:08.970 --> 02:46:12.150

Elisa Rachel Altafim: Following each of the participants during the training.

629

02:46:14.430 --> 02:46:22.590

Elisa Rachel Altafim: We have also have Becca that is managing the implementation and in partnership with Meyssa.

630

02:46:23.760 --> 02:46:47.940

Elisa Rachel Altafim: Also Ariana, Meyssa and Ariana, they are in Ceara, they are professionals that are there in Ceara, each of them have 12 cities and they talk every week with the coordinators supervision to see how that program is going there if the facilitator is going to be in the group.

631

02:46:50.340 --> 02:46:56.070

Elisa Rachel Altafim: If they are established the practice of ACT, so we have weekly.

632

02:46:57.720 --> 02:47:00.330

Elisa Rachel Altafim: Reports about every city.

633

02:47:01.830 --> 02:47:04.620

Elisa Rachel Altafim: Now a Rafaela is also doing.

634

02:47:05.730 --> 02:47:15.510

Elisa Rachel Altafim: Focus groups to understand the perspective of the facilitators in partnership with Mariana, who is a

635

02:47:17.280 --> 02:47:28.290

Elisa Rachel Altafim: psychology student, so they are working together doing focus groups to understand implementation in the cities, we have an assistant researcher that is helping us

636

02:47:28.830 --> 02:47:36.660

Elisa Rachel Altafim: With that our database and we have Leonardo who is our assistant in technology, he was also in our workshops.

637

02:47:37.020 --> 02:47:55.260

Elisa Rachel Altafim: helping also because some facilitators have some problems with sending us videos so Leonardo helped the facilitators should send us the videos he also help us to maintain the database of the facilitators and organize it so here is our team.

638

02:47:56.400 --> 02:48:01.920

Elisa Rachel Altafim: And that it Thank you so much for the opportunity to present this project.

639

02:48:03.150 --> 02:48:12.990

Lauren Caldwell Sommers (she/her): So I imagine you were all as amazed by this, as I am and inspired and we want you to tell us everything about how you made this happen.

640

02:48:13.800 --> 02:48:21.150

Lauren Caldwell Sommers (she/her): But I would love for the rest of you to ask questions let's pick Elisa and Beatriz' brains, but also.

641

02:48:21.540 --> 02:48:31.680

Lauren Caldwell Sommers (she/her): You know just applause, to you, for all that you've managed to achieve it is our dream that the state would say we will support you to implement act in our Community so.

642

02:48:32.430 --> 02:48:40.110

Lauren Caldwell Sommers (she/her): Thank you so much for all you're doing but also let's all ask them questions and really explore they've able to accomplish so much with the Program.

643

02:48:41.460 --> 02:48:48.060

Mirian Ofonedu: i'm going to head out, but I wanted to say thank you so much, at least for presenting your leadership

644

02:48:48.660 --> 02:49:04.710

Mirian Ofonedu: In Brazil and to thank everyone i'm heading out for a wedding and I know Amani said she wanted to see what I put on African attire so i'm going to do a flash of my video and then turn it off and head out

645

02:49:06.690 --> 02:49:07.350

Lauren Caldwell Sommers (she/her): Look beautiful.

646

02:49:07.680 --> 02:49:09.450

Amani Basker, APA Staff: You look beautiful.

647

02:49:09.690 --> 02:49:17.460

Mirian Ofonedu: It's an African wedding so all right i'm gonna head out Thank you everyone stay well God bless.

648

02:49:18.360 --> 02:49:20.010

Lauren Caldwell Sommers (she/her): Thanks Marion bye.

649

02:49:21.630 --> 02:49:35.940

Lauren Caldwell Sommers (she/her): So I know we're all saying kudos to you, congratulations Thank you we're so proud and excited about doing in Brazil, so please let's ask questions let's let's dig deep into what they're doing there, and this wonderful model.

650

02:49:37.380 --> 02:49:39.570

Elisa Rachel Altafim: I saw Jeff.

651

02:49:39.630 --> 02:49:48.060

Jeff Matascik: yeah i'm in a word, astounded and i'm just absolutely blown away so impressive.

652

02:49:49.170 --> 02:49:51.360

Jeff Matascik: What I want to know is.

653

02:49:52.470 --> 02:49:54.330

Jeff Matascik: Are the facilitators.

654

02:49:55.410 --> 02:50:05.010

Jeff Matascik: embedded in social service agencies, then throughout these these areas and are.

655

02:50:07.170 --> 02:50:07.830

Jeff Matascik: Is a.

656

02:50:09.210 --> 02:50:15.990

Jeff Matascik: Are people being referred by like the child protection system at all, or is that.

657

02:50:17.220 --> 02:50:19.440

Jeff Matascik: any number of your participants.

658

02:50:21.420 --> 02:50:26.070

Elisa Rachel Altafim: Thank you for the question and the professionals, they are.

659

02:50:27.780 --> 02:50:38.790

Elisa Rachel Altafim: they work for social protection service, so they work with vulnerable population and in Ceara they have a cash transfer Program.

660

02:50:39.690 --> 02:51:00.360

Elisa Rachel Altafim: This cash transfer problem is regarding families that that very low socio economical level, so we are linking the problem with this cash transfer so most of the families have received have they receive this cash transfer.

661

02:51:01.740 --> 02:51:13.830

Elisa Rachel Altafim: They are not referrals for the system regarding violence, they are referred for the system, since they are leaving invulnerable they have psycho social vulnerabilities.

662

02:51:14.310 --> 02:51:22.350

Elisa Rachel Altafim: As they have they are very low income families, because of this, they are linked with the social protection.

663

02:51:24.090 --> 02:51:24.360

Elisa Rachel Altafim: yeah.

664

02:51:27.720 --> 02:51:28.530

Elisa Rachel Altafim: Rebecca.

665

02:51:30.060 --> 02:51:35.250

Rebekka Zydel: hi again I am actually probably jealous of the work that you're doing quite honest.

666

02:51:36.930 --> 02:51:46.080

Rebekka Zydel: But, just a quick thing about Jeff's point was so because it's linked to this cash transfer program is it mandated or still voluntary participation.

667

02:51:46.830 --> 02:51:47.670

Elisa Rachel Altafim:

668

02:51:47.760 --> 02:51:48.420

Rebekka Zydel: it's voluntary

669

02:51:49.080 --> 02:51:51.990

Rebekka Zydel: And then I just had a question, so the way it looked like about.

670

02:51:52.050 --> 02:52:03.330

Rebekka Zydel: Half of the facilitators that you trained moved on to become certified do you anticipate the remaining will be certified as well, or do you think it was that attrition?

671

02:52:04.320 --> 02:52:18.720

Elisa Rachel Altafim: yeah we we have some facilitators that already they're not going to be certified, because we have a lot of rotate systems, so the facilitator, is working in the place now, now they change it.

672

02:52:19.260 --> 02:52:36.360

Elisa Rachel Altafim: But we expect, since we have we expect to have a high number of facilitators that are finishing this facilitators that are ongoing they're in the process of finishing we have 42 that are in this process, they are conducting the group at this moment okay.

673

02:52:37.020 --> 02:52:45.660

Rebekka Zydell: And then, just an observation i'm working at Georgia State University and we're working on the CDC grant with ACT with fathers.

674

02:52:46.230 --> 02:52:58.440

Rebekka Zydell: And so we're we're having a hard time recruiting fathers in treatment i'm impressed that you have 666 moms but it's validating that there were four fathers and so.

675

02:52:58.650 --> 02:53:00.300

Rebekka Zydell: As we're bang your head against the.

676

02:53:00.300 --> 02:53:08.520

Rebekka Zydell: wall trying to get fathers in the program it's it's not just a United States problem it's a global challenge seems to be.

677

02:53:09.930 --> 02:53:11.580

Elisa Rachel Altafim: Yeag it is.

678

02:53:12.030 --> 02:53:12.690

Maria Beatriz: and have some.

679

02:53:12.840 --> 02:53:30.300

Maria Beatriz: comments about that and it's interesting because in Brazil, we have a lot of group that's linked to the idea that the main purpose is to work, was work with fathers and i've had a lot of difficult to do that.

680

02:53:31.410 --> 02:53:42.210

Maria Beatriz: Even though hand that the main target is the fathers they ended the research with mothers, because the father's very, very few.

681

02:53:42.840 --> 02:54:08.760

Maria Beatriz: And it's interesting to see how the female caregivers the main the address of the female caregivers the main focus of the recruitment and it's interesting because we are very open for the diversity of different characteristic; gender.

682

02:54:09.990 --> 02:54:36.180

Maria Beatriz: race region from rural urban area and the gender, we have a predominantly the female caregiver and I think that one interesting aspect for the flexibility and adaptation of the ACT program is also to see the gender profile of the

683

02:54:38.430 --> 02:54:52.710

Maria Beatriz: The program, because some examples some activities is more directed for the female caregivers, then the Male caregivers.

684

02:54:57.750 --> 02:55:03.960

Aditi Dutt: Elisa in the beginning of your presentation, you had said that three out of four.

685

02:55:04.740 --> 02:55:12.960

Aditi Dutt: Of the people surveyed believe in corporal punishment and then you talked about all the people that you have trained.

686

02:55:13.530 --> 02:55:29.820

Aditi Dutt: Did you do another survey at the end when they went out and started doing their programs, whether that number had come down of how many people were actually using corporal punishment on their kids.

687

02:55:32.460 --> 02:55:45.570

Elisa Rachel Altafim: great question Aditi, we are, we are asking the parents pre and post intervention, so we hope to have this question answered at the end.

688

02:55:46.080 --> 02:56:00.540

Elisa Rachel Altafim: And also, since we have a high number of participants in Ceara, we are also going to try to see if we have in the cities better results of regarding the physical punishment.

689

02:56:02.190 --> 02:56:10.380

Maria Beatriz: May I add something yeah it's interesting because, in the previous publication, we saw using.

690

02:56:11.430 --> 02:56:23.400

Maria Beatriz: The parenting assessment pre and post, specifically, for example in the ACT paper we said that the ? parenting decreases.

691

02:56:23.940 --> 02:56:50.430

Maria Beatriz: After the program then we expected our hypothesis is that in this large study that you can find some results, the same results and is increasing positive parenting and decreasing of course harsh parenting, we include the in the assessment pre imposing the ACT is the same.

692

02:56:51.750 --> 02:57:02.250

Maria Beatriz: instruments and tools that you have been used in the previous study and we expect that that you can decrease.

693

02:57:04.170 --> 02:57:09.810

Maria Beatriz: After the program, of course, even the punishment of the children.

694

02:57:24.600 --> 02:57:25.200

Elisa Rachel Altafim: Howie.

695

02:57:26.310 --> 02:57:26.880

Elisa Rachel Altafim: Howie. It's good to see you Howie

696

02:57:27.870 --> 02:57:32.700

Howie Baker: it's wonderful to see you and to have you presentation, when you were.

697

02:57:33.990 --> 02:57:52.260

Howie Baker: Developing study you found the section of Brazil interested, did you apply to other areas of this country and how did you get this particular government support it and yet, and how many were you rejected from.

698

02:57:53.400 --> 02:57:54.030

Howie Baker:.

699

02:57:54.120 --> 02:57:56.520

Elisa Rachel Altafim: Oh, we thank you so.

700

02:57:57.690 --> 02:58:08.430

Elisa Rachel Altafim: We have this tree foundations in Brazil medicinal sort of digital foundation part because in one year, they are working together in this specific state.

701

02:58:09.810 --> 02:58:17.040

Elisa Rachel Altafim: So since they already knew our project they invited us to present for this specific cover.

702

02:58:18.000 --> 02:58:30.150

Elisa Rachel Altafim: So now we are doing this state because of this coalition, they are investing they're showing proof early child development; quality of education.

703

02:58:30.690 --> 02:58:37.110

Elisa Rachel Altafim: parenting violence prevention, in all other all other areas of the city.

704

02:58:37.560 --> 02:58:52.410

Elisa Rachel Altafim: So they are investing a lot of projects there, so they help us to present our project, so we presented for the government and, since they saw that we were evidence based that we already had actors from Brazil that we already have this.

705

02:58:54.000 --> 02:59:06.720

Elisa Rachel Altafim: Very good, that in Pelotas, it became a public policy. they think that, at that moment, they told us this could be really interesting for our State also.

706

02:59:07.410 --> 02:59:20.790

Elisa Rachel Altafim: So the government is really excited to implement, link it with this cash transfer because they don't want only to give the money for the families, they also want to give a parenting.

707

02:59:21.300 --> 02:59:41.040

Elisa Rachel Altafim: program for them, so we so in this 24 cities, we are doing, like a like a pilot to see if we can expand for the 184 cities of the state of Ceara. So this is the what the government expect.

708

02:59:42.120 --> 02:59:46.590

Elisa Rachel Altafim: Is that we can reach all cities link it with this cash transfer program.

709

02:59:51.600 --> 02:59:53.160

Elisa Rachel Altafim: yeah please go on.

710

02:59:54.090 --> 03:00:01.800

Maria Beatriz: yeah and I like to add another interesting aspect of this project, because before.

711

03:00:02.820 --> 03:00:15.960

Maria Beatriz: To conclude, and end the project, the cities understand the powerful of the ACT program to include in this specific.

712

03:00:16.980 --> 03:00:28.320

Maria Beatriz: Policy for the city. some cities in the Ceara included in our programs places in the city like a lot like.

713

03:00:30.780 --> 03:00:33.690

Maria Beatriz: How can I say it's not law.

714

03:00:34.650 --> 03:00:35.550

Elisa Rachel Altafim: Yeah it's a city law

715

03:00:36.450 --> 03:00:51.480

Maria Beatriz: I see the law that the ACT needed to be done to protect the families. This is very interesting because this is the final purpose out for the project to to go.

716

03:00:52.110 --> 03:01:17.490

Maria Beatriz: Global. To understand that it's a powerful program to be included as a law and as a policy and it's interesting because during the process, they understand that the powerful of the program and they voluntary are included in the policy, this is the easiest in three main goals.

717

03:01:18.600 --> 03:01:32.820

Maria Beatriz: And neil's because is the science helping policies to to be to proven to go ahead and the prevention of violence against women.

718

03:01:33.690 --> 03:01:48.270

Elisa Rachel Altafim: We already have four cities from this 24 that included the ACT program in their city plan so they have in Brazil, the cities have a city plan for early child development.

719

03:01:50.640 --> 03:02:11.460

Elisa Rachel Altafim: Some of the city already had others don't but we're expecting that more cities are going to have it, but in Ceara, are all cities already have this plan is like oh legislations and they are four cities from this 24 already inserted that program in their plan the city plan.

720

03:02:17.250 --> 03:02:35.880

Howie Baker: i'd like to just add a little bit on what aspect of act that stands out separate from other programs, there are lots of parenting programs, but something was about in the act program that particularly drew them to yours, besides that it's evidence based, I assume, was it.

721

03:02:38.670 --> 03:02:42.690

Howie Baker: What was the components that they were particularly interested in supporting?

722

03:02:44.760 --> 03:02:45.090

Elisa Rachel Altafim: That.

723

03:02:46.710 --> 03:03:05.370

Elisa Rachel Altafim: We don't have a lot of programs that are structured for result, so this is really helpful and the professionals are telling us that this is really helpful to have a program that is really structured and the other thing is that the program is.

724

03:03:06.540 --> 03:03:18.180

Elisa Rachel Altafim: have a low cost, so this is really important for us, because we have the cost of the training and before that the professionals can do it with every family they want.

725

03:03:18.600 --> 03:03:29.880

Elisa Rachel Altafim: So this is really important for the foundations that are helping us that are supporting us and also for the government, because if we have.

726

03:03:30.330 --> 03:03:45.600

Elisa Rachel Altafim: A high cost, it will be difficult, and also that the ACT program can be use it as a strategy in programs that already exists, so we have social protection programs here in Brazil.

727

03:03:45.930 --> 03:03:55.890

Elisa Rachel Altafim: And they are including has a modularity the ACT program in this programs that already exists, so this is.

728

03:03:56.640 --> 03:04:06.450

Elisa Rachel Altafim: The way that they are linking I don't really know how it works now that you're I don't really know how it works.

729

03:04:07.290 --> 03:04:18.270

Elisa Rachel Altafim: But what I can say to you is that the we have the federal program we have federal programs in Brazil from social system, but the cities.

730

03:04:19.110 --> 03:04:35.250

Elisa Rachel Altafim: But the ACT we are linking in the cities it's easier for us, we are linking with the cities and the cities, they can have that ACT a strategy for this federal programs so as a modularity.

731

03:04:37.740 --> 03:04:38.490

Elisa Rachel Altafim: Does this help.

732

03:04:38.970 --> 03:04:40.080

Elisa Rachel Altafim: Your yeah.

733

03:04:40.650 --> 03:04:53.520

Lauren Caldwell Sommers (she/her): Usually similar to something that can happen here that there's federal dollars that can be spent on evidence based programs and then states can create a list of programs that they would find acceptable.

734

03:04:54.420 --> 03:05:00.180

Lauren Caldwell Sommers (she/her): That cities could then implement to get those dollar pass through from the Federal to the state and the state on.

735

03:05:01.380 --> 03:05:08.610

Lauren Caldwell Sommers (she/her): Unfortunately, in the most recent legislation that came out some States did not include ACT in their.

736

03:05:09.960 --> 03:05:16.410

Lauren Caldwell Sommers (she/her): Acceptable programs so that's something we're working on, but I think that's somewhat similar to those structure Eliza but.

737

03:05:16.920 --> 03:05:27.960

Lauren Caldwell Sommers (she/her): We have not had any city say everybody needs to do act act as the one, so it would that's a lovely ideal um although you know because I think we can deliver.

738

03:05:28.470 --> 03:05:37.710

Lauren Caldwell Sommers (she/her): really good value for the money and make a real difference for parents, but I think that's the closest sort of analogy, to the way it's working for you.

739

03:05:38.700 --> 03:05:55.800

Elisa Rachel Altafim: Yes, but now we're starting to think and to plan how the cities can contain a specific money for ACT so to do this we need that the cities include ACT in this plan.

740

03:05:56.580 --> 03:06:07.770

Elisa Rachel Altafim: So they will need to think about the money that they will need to cost, because even that this professionals are already from the municipality, and they are working with these families, we are having some.

741

03:06:09.060 --> 03:06:21.540

Elisa Rachel Altafim: difficult because they are having a lot of other they they are ready to do a lot of things so the ACT is another thing that they need to do with in this is, this is a time in their.

742

03:06:22.620 --> 03:06:32.220

Elisa Rachel Altafim: schedule, so we are now figuring out how we can have this also.

743

03:06:33.150 --> 03:06:41.280

Maria Beatriz: Because they they have to guarantee the resources for the material, the resources for the human.

744

03:06:41.910 --> 03:07:07.860

Maria Beatriz: For the professionals, then, is important to think in the future, each city needed to think about how to to guarantee in the financial plan of the city a specific resource for the implementation of the program This is very important, and I think that one innovation in Brazil.

745

03:07:09.270 --> 03:07:35.610

Maria Beatriz: In the larger implementation for sustainability is that in general we have here many large projects programs like happy children is a federal program implemented the in different states of Brazil, but have few evidence basea, about which component.

746

03:07:36.720 --> 03:07:52.710

Maria Beatriz: Is effective, it is that a large program of home visiting,very nice program that but we don't know exactly what is the main component to that is effective to change.

747

03:07:53.970 --> 03:08:14.700

Maria Beatriz: Early childhood development, they have a lot of evidence about number of facilitators, number of visitors number of states, number of cities, that we have implemented in Brazil, but how about parents how about.

748

03:08:16.260 --> 03:08:29.130

Maria Beatriz: child development and ACT program is different is a program like is fire and show us that's, the problem is evidence based.

749

03:08:30.240 --> 03:08:34.710

Maria Beatriz: And you can even implement in the policy as a modular is not.

750

03:08:35.760 --> 03:08:42.900

Maria Beatriz: A program that is for all wherever seeing your child development, but that is strong.

751

03:08:43.440 --> 03:08:59.010

Maria Beatriz: and powerful program should change the some parenting outcomes that's important to violence prevention that has evidence based the end you can see the translation for size, this is very, very, very new.

752

03:08:59.910 --> 03:09:11.250

Maria Beatriz: And you can understand that, even though you have a large program off for home visiting group was a lot of programs that's always a factor, you can encourage.

753

03:09:11.730 --> 03:09:33.840

Maria Beatriz: This and then some cities are understanding this difference, you can make a difference in your policy if you include this program I think that's, this is the side and the key that we are having to promote to change the ideas about programs.

754

03:09:35.760 --> 03:09:49.290

Aditi Dutt: You know just piggybacking on what Lauren just said, I think the biggest problem that we are facing and I just recently spoke to Rebecca about it is that, yes, are.

755

03:09:49.950 --> 03:10:09.180

Aditi Dutt: You know, in your country, it, it is possible for see the government to say, if you want our social service dollars, we want you to take this program. Over here, we can only give them a list of different programs that are being.

756

03:10:10.440 --> 03:10:23.640

Aditi Dutt: The agencies, and then they can pick and choose which program they want to participate in, in order to fulfill the requirements to then go ahead and use.

757

03:10:24.090 --> 03:10:30.570

Aditi Dutt: The social service dollars and, as I was telling Rebecca the biggest problem we are having is.

758

03:10:31.020 --> 03:10:42.930

Aditi Dutt: They always tend to choose the smaller six week programs that are also evidence based that are also part of the list, like after parenting.

759

03:10:43.380 --> 03:10:57.360

Aditi Dutt: You know that are being offered, for example, so they chose the shorter programs get the certificates and then go ahead and present that that look we fulfilled our requirements.

760

03:10:57.810 --> 03:11:05.940

Aditi Dutt: And they don't look at the good qualities of the program because they are being given that choice.

761

03:11:06.420 --> 03:11:14.100

Aditi Dutt: You know so as Lauren was saying that, because they are given a choice, the choices, not on what's going to be effective for my family.

762

03:11:14.520 --> 03:11:31.650

Aditi Dutt: Their choices, where is the quickest way that I can get all my requirements down so that I can go ahead and you know we'll go ahead and get my social services or get my kids back or whatever, whatever it is that they are needing the parenting Program.

763

03:11:34.710 --> 03:11:44.670

Elisa Rachel Altafim: Great, thank you for being here is this week, we are starting to have parenting programs in Brazil so because of that we don't have a list of programs.

764

03:11:45.180 --> 03:12:02.070

Elisa Rachel Altafim: So when we present the ACT group as a program that it's already 10 years, so we already have evidence we think Oh, this is a really good program so, but we are also having a lot of issues regarding.

765

03:12:03.390 --> 03:12:15.630

Elisa Rachel Altafim: The money because a lot of the government says yes, we want to implement in this 24 cities, but now that they really are implementing.

766

03:12:16.380 --> 03:12:32.610

Elisa Rachel Altafim: They saw that they need to invest, they need to invest the professional time they need to invest in materials, so we are helping them to think can how they could get money for to maintain the program, to guarantee the sustainability.

767

03:12:36.300 --> 03:12:37.530

Maria Beatriz: I'd like.

768

03:12:38.580 --> 03:12:45.630

Maria Beatriz: to share an experience with the implementation of the ACT program.

769

03:12:46.650 --> 03:13:15.090

Maria Beatriz: And when we began with the government, we did the assessment with the policy makers and to understand the problem of violence as to how to prevent before the implementation of the training, before the selection of the facilitators and and.

770

03:13:16.440 --> 03:13:37.440

Maria Beatriz: The professionals to do the training with us, I think that is so so important to to prepare the field to, even if the policy makers, the side, the government decided to implement and it's very, very important to do that.

771

03:13:38.880 --> 03:13:54.180

Maria Beatriz: And to understand the problem and to understand better how can I solve this problem problem with the program that's an evidence based program I think that's very, very important.

772

03:14:00.390 --> 03:14:18.270

Lauren Caldwell Sommers (she/her): Just about five minutes or so left and so we'll be back to having you know our sessions kind of our last ones, a little bit short bit because we went long in the session before any other questions or comments or ideas to share related to the wonderful work that's being done in Brazil.

773

03:14:23.580 --> 03:14:36.480

Lauren Caldwell Sommers (she/her): I will just say the sustainability is an ongoing issue that I think everyone is facing, and has been a very tough nut to crack a very difficult issue for us to address, and one that I think we all keep.

774

03:14:37.920 --> 03:14:50.070

Lauren Caldwell Sommers (she/her): You know spinning our wheels around if anyone knows Jeff bezos and can convince him that this is where he should you know he could really invest in communities around the world by.

775

03:14:50.580 --> 03:14:56.880

Lauren Caldwell Sommers (she/her): Investing in sustaining parenting programs doesn't have to be just ACT he's got enough money to do lots of them.

776

03:14:58.260 --> 03:14:58.800

Lauren Caldwell Sommers (she/her): that'd be great.

777

03:15:00.030 --> 03:15:02.970

Lauren Caldwell Sommers (she/her): i'd be happy to talk with him if anyone knows him oh.

778

03:15:04.320 --> 03:15:05.670

Lauren Caldwell Sommers (she/her): Sure sure.

779

03:15:09.390 --> 03:15:14.940

Lauren Caldwell Sommers (she/her): If I won the powerball last or the mega millions, last night I could do it, I haven't checked my numbers yet we'll see.

780

03:15:17.130 --> 03:15:19.740

Lauren Caldwell Sommers (she/her): i'm sorry any other thoughts or comments or.

781

03:15:20.880 --> 03:15:23.130

Lauren Caldwell Sommers (she/her): ideas to share with Elisa and Beatrice.

782

03:15:27.060 --> 03:15:37.470

Lauren Caldwell Sommers (she/her): Well, we want to thank you both for presenting today and sharing this information broadly when we heard your presentation in April, I was just so excited I knew this group would want to know more about it.

783

03:15:37.920 --> 03:15:48.210

Lauren Caldwell Sommers (she/her): too, and I hope will keep the dialogue we are working on the master trainer standards that you asked us for we will try to get those to you, I know you need them, you need to get master trainers leaders in place.

784

03:15:49.080 --> 03:15:57.060

Lauren Caldwell Sommers (she/her): To help with the scaling up so we're doing that, but thank you so much for your work and for presenting today to us.

785

03:15:57.510 --> 03:16:04.890

Elisa Rachel Altafim: Thank you so much lauren and everybody, we are really happy with this project and to present today for you.

786

03:16:06.420 --> 03:16:09.450

Lauren Caldwell Sommers (she/her): Thanks so let's just take oh sorry.

787

03:16:10.620 --> 03:16:11.430

Maria Beatriz: Thank you so much.

788

03:16:12.630 --> 03:16:17.970

Lauren Caldwell Sommers (she/her): let's just take that five minute stretch break i'm sure everyone needs it and we'll come right back and pick up.

789

03:16:18.360 --> 03:16:32.400

Lauren Caldwell Sommers (she/her): Will the rest of the meeting will be in this large group session so we're not going to do any more breaking out, but so let's just take that five minutes and be back at about 108 or so and we'll pick back up.

790

03:20:26.160 --> 03:20:28.860

TashaHowe(she/her): camera just so you know your microphone is on.

791

03:20:30.060 --> 03:20:30.540

Tamera Magee: Okay.

792

03:20:34.050 --> 03:20:34.530

Tamera Magee: Thank you.

793

03:21:57.900 --> 03:22:01.980

Lauren Caldwell Sommers (she/her): Okay, everyone it's about time people are coming on back.

794

03:22:09.210 --> 03:22:12.120

Lauren Caldwell Sommers (she/her): Give a chance for everyone to show up before we get started.

795

03:22:43.890 --> 03:22:54.720

Lauren Caldwell Sommers (she/her): looks like most everyone's back, so I do want us to get started i'm talking about the future of the Act program i'm excited to share with you some of our ideas and the things that we have going on.

796

03:22:55.080 --> 03:23:03.420

Lauren Caldwell Sommers (she/her): And, but more importantly, to hear from you about your ideas and to and to integrate those leftover questions about the database into.

797

03:23:04.500 --> 03:23:05.550

Lauren Caldwell Sommers (she/her): Our discussion.

798

03:23:07.200 --> 03:23:14.580

Lauren Caldwell Sommers (she/her): As well as we round out our last 50 minutes or so together in the in the annual meeting so i'm going to.

799

03:23:16.500 --> 03:23:22.410

Lauren Caldwell Sommers (she/her): Control figuring out how to make this work best I guess i'll share my screen first and then maybe that'll work.

800

03:23:27.660 --> 03:23:28.110

Okay.

801

03:23:37.260 --> 03:23:37.710

Maybe.

802

03:23:45.180 --> 03:23:46.080

Lauren Caldwell Sommers (she/her): you're getting the wrong one.

803

03:23:47.220 --> 03:23:48.360

Lauren Caldwell Sommers (she/her): let's see if I can.

804

03:23:50.310 --> 03:23:51.270

Lauren Caldwell Sommers (she/her): Do this backwards.

805

03:23:52.740 --> 03:23:53.490

Lauren Caldwell Sommers (she/her): hold on one second.

806

03:24:06.060 --> 03:24:06.480

Lauren Caldwell Sommers (she/her): OK.

807

03:24:13.770 --> 03:24:15.660

Lauren Caldwell Sommers (she/her): OK, so now hopefully, you can see the PowerPoint.

808

03:24:18.450 --> 03:24:18.780

Amani Basker, APA Staff: yeah.

809

03:24:19.230 --> 03:24:28.710

Lauren Caldwell Sommers (she/her): Okay, great Thank you I can't see all of you so we're going to talk a bit about the future of act and I just want to give you i've mentioned this last night in the.

810

03:24:29.430 --> 03:24:37.080

Lauren Caldwell Sommers (she/her): room, the anniversary celebration, but just to say a little bit more about what's on our immediate horizon and what we're doing.

811

03:24:37.920 --> 03:24:41.670

Lauren Caldwell Sommers (she/her): To try to you know, strengthen the program and help it to evolve.

812

03:24:42.390 --> 03:24:57.750

Lauren Caldwell Sommers (she/her): To meet the needs of families in the communities, and of course the facilitators who work with them and the master trainers who prepare the facilitators so we're focused right now on in these sort of four areas, one is on training, of course, we're trying to to improve.

813

03:24:59.010 --> 03:25:11.700

Lauren Caldwell Sommers (she/her): The facilitator, training, make sure that we're doing it we're all doing it with some fidelity so that that helps to make sure the program is implemented with fidelity setting up some new processes and standards to.

814

03:25:12.390 --> 03:25:18.390

Lauren Caldwell Sommers (she/her): Make sure that we are doing a better job of tracking let's who's getting trained and how they're implementing the Program.

815

03:25:18.750 --> 03:25:29.160

Lauren Caldwell Sommers (she/her): So we're looking at the facilitator training we're also standardizing the master trainer training and we're going to set up that process and for those of you who were in the discussion yesterday.

816

03:25:30.360 --> 03:25:39.540

Lauren Caldwell Sommers (she/her): About master trainer training, you heard some of the innovations there about some ongoing support and how this all might work and look a little bit different integrating.

817

03:25:39.870 --> 03:25:47.460

Lauren Caldwell Sommers (she/her): More practice and opportunity for it to be interactive so we're really excited about the developments with the training we think that's a great place to start.

818

03:25:47.760 --> 03:25:57.660

Lauren Caldwell Sommers (she/her): We had to pick somewhere and training seemed like a good place to start making some of those changes I also mentioned yesterday that we're revising the curriculum and that's not just the.

819

03:25:57.990 --> 03:26:06.660

Lauren Caldwell Sommers (she/her): program materials that are mean to facilitator guide materials it's all of the program materials we're looking holistically at the whole ACT Program.

820

03:26:07.590 --> 03:26:23.640

Lauren Caldwell Sommers (she/her): it's we think it's a wonderful program it's it's been fabulous it's got that evidence, but it hasn't had any real changes since about 2011 and so it's time really to integrate some new science it's time to integrate some new ideas and ways of thinking and to think about.

821

03:26:25.290 --> 03:26:35.430

Lauren Caldwell Sommers (she/her): You know how do we make sure we're presenting the best information to parents and I think that leaves us some room to think about some of the ideas we've heard here over today and yesterday.

822

03:26:35.760 --> 03:26:47.460

Lauren Caldwell Sommers (she/her): About are there adaptations, we need to make perhaps to think about families with children with disabilities are there things you might want to do to think about engaging men and fathers more than we do now.

823

03:26:48.210 --> 03:26:57.540

Lauren Caldwell Sommers (she/her): With while staying true to what we know works, we don't want to stray away from our evidence base base so that's part of what we're thinking through with the curriculum development and we are.

824

03:26:57.990 --> 03:27:05.070

Lauren Caldwell Sommers (she/her): Just on the cusp of forming the working groups to take on some of the curriculum development, I will be reaching out.

825

03:27:05.640 --> 03:27:12.210

Lauren Caldwell Sommers (she/her): To our master trainers and facilitators that are currently a part of the program to see who might be interested in being involved.

826

03:27:12.660 --> 03:27:23.790

Lauren Caldwell Sommers (she/her): In revising the curriculum and taking a look at it, we also want to engage some parents in that process we I believe very strongly in a community based approach to anything we do.

827

03:27:24.150 --> 03:27:30.720

Lauren Caldwell Sommers (she/her): So we want the people who would benefit from the program and who the program is designed for to have a say in what the program looks like.

828

03:27:31.110 --> 03:27:38.280

Lauren Caldwell Sommers (she/her): So we'll we'll definitely want to engage to parent groups as well, so it's going to be a process, but I think it'll be an important one.

829

03:27:38.700 --> 03:27:48.300

Lauren Caldwell Sommers (she/her): That will help help strengthen the program for the future we've already been talking about the database of it and we'll get back to those two questions, but we definitely realized that with the.

830

03:27:49.050 --> 03:27:56.580

Lauren Caldwell Sommers (she/her): staff, the growth of the program over the last 10 years without the growth in staffing right the staffing is actually on the other direction.

831

03:27:57.030 --> 03:28:03.090

Lauren Caldwell Sommers (she/her): We need some things that can be more automated but also be useful in supporting you in the work that you're doing.

832

03:28:03.750 --> 03:28:07.710

Lauren Caldwell Sommers (she/her): You know, across all levels of the program and we're hoping to database can be that.

833

03:28:08.280 --> 03:28:14.130

Lauren Caldwell Sommers (she/her): So we're really exploring that in detail and want your feedback on how it can be most useful to you.

834

03:28:14.520 --> 03:28:21.990

Lauren Caldwell Sommers (she/her): You know what your dream database would look like and then you know we've heard a lot about the need to reconnect the Community and strengthen those bonds and connections.

835

03:28:22.410 --> 03:28:28.350

Lauren Caldwell Sommers (she/her): And I believe wholeheartedly in this, and so we think one pathway to that is professional development.

836

03:28:28.710 --> 03:28:38.700

Lauren Caldwell Sommers (she/her): And that can take all kinds of forms right that can be everything from the quarterly webinars that have been happening in the past and getting back to that to yesterday I heard.

837

03:28:39.030 --> 03:28:45.960

Lauren Caldwell Sommers (she/her): Milton make great suggestions about monthly fidelity tips on the listserv and maybe there are other areas that we could.

838

03:28:46.590 --> 03:28:54.210

Lauren Caldwell Sommers (she/her): Put in monthly tips that go out and you know we could put together a community of practice to talk about ideas like, how do we.

839

03:28:54.690 --> 03:29:05.760

Lauren Caldwell Sommers (she/her): Get parents to stay in the program, how do we sustain funding for the program, how do we better engage in recruitment there's there's all types of ideas, we might put communities of practice together.

840

03:29:06.270 --> 03:29:07.860

Lauren Caldwell Sommers (she/her): Just just trying to you know i'm just.

841

03:29:08.400 --> 03:29:15.900

Lauren Caldwell Sommers (she/her): telling you the ideas that i've had i'm sure you'll have even better ones, but we do believe that this idea of professional development is important for building community.

842

03:29:16.140 --> 03:29:24.450

Lauren Caldwell Sommers (she/her): We also think it's important for sustaining the fidelity of sustaining the quality of the program and helping to establish even greater fidelity.

843

03:29:24.750 --> 03:29:31.380

Lauren Caldwell Sommers (she/her): So you know it may include you know, to go back to the training piece and tie these two together.

844

03:29:31.680 --> 03:29:38.580

Lauren Caldwell Sommers (she/her): Maybe we need to have a continuing education requirement that you would have to come back and be recertified in some way every couple of years or.

845

03:29:38.940 --> 03:29:43.380

Lauren Caldwell Sommers (she/her): or or have a refresher course or you know there's lots of ways to think about this so.

846

03:29:44.100 --> 03:29:52.110

Lauren Caldwell Sommers (she/her): we've been exploring this some internally and i'm very excited to get your input, but we will start professional development activities.

847

03:29:52.980 --> 03:30:05.640

Lauren Caldwell Sommers (she/her): At least in the we're going to have some webinars and have opportunity for people to come together for the second half of this year and then we'll hopefully just build on that as we go forward in ways that I that I mentioned so.

848

03:30:07.980 --> 03:30:09.060

Lauren Caldwell Sommers (she/her): Those are.

849

03:30:10.170 --> 03:30:23.010

Lauren Caldwell Sommers (she/her): The things that we are currently focused on and working through, and so I wanted to get your inputs and i'm interested in having all of these questions addressed, we probably don't have time to do it right now.

850

03:30:23.520 --> 03:30:34.470

Lauren Caldwell Sommers (she/her): But I think before we get to these maybe if we could Amani if you could get back to the database questions and let's sort of wrap that discussion in and folks can.

851

03:30:35.520 --> 03:30:41.940

Lauren Caldwell Sommers (she/her): Think about how the database could better support your work and in an ideal world what that would look like what's that database would look like.

852

03:30:42.270 --> 03:30:46.830

Lauren Caldwell Sommers (she/her): And then we can think through some of the I think that kind of fits with what changes would you suggest.

853

03:30:47.190 --> 03:30:55.200

Lauren Caldwell Sommers (she/her): or actually what would help you feel better prepared to deliver the act program so would be addressing some of these questions, at the same time, and then we can work through some of these questions.

854

03:30:56.820 --> 03:31:03.330

Lauren Caldwell Sommers (she/her): Amani if you want to get us fact I know you don't have your PowerPoint, but if you just get us back to your questions that might be helpful.

855

03:31:03.630 --> 03:31:09.480

Amani Basker, APA Staff: Sure, I think we were on the second question, which was how could the database better support your work with the ACT Program.

856

03:31:12.390 --> 03:31:19.650

Amani Basker, APA Staff: It goes in line with what you were saying how did you feel better prepared to deliver the ACT program, how could a database be helpful.

857

03:31:26.790 --> 03:31:28.260

Lauren Caldwell Sommers (she/her): looks like rebecca's got her hand up.

858

03:31:29.400 --> 03:31:36.840

Rebekka Zydel: I would say, once we get beyond some of the functionality glitches that that might exist, it I think it's looking at exploring those different roles.

859

03:31:37.200 --> 03:31:53.280

Rebekka Zydel: So that there is the ability to for master trainers to retrieve data from it, you know that the data goes both ways right so as we're uploading training and information that we could also use it to pull stuff down, I think that would be really helpful.

860

03:32:01.650 --> 03:32:05.580

Lauren Caldwell Sommers (she/her): Other thoughts about ways of the database might be helpful.

861

03:32:06.630 --> 03:32:08.160

Lauren Caldwell Sommers (she/her): to you for your engagement with ACT.

862

03:32:24.090 --> 03:32:32.490

Amani Basker, APA Staff: Okay, well, the last question is what additional features would be useful in the database, and I mean, I think we can.

863

03:32:33.690 --> 03:32:42.780

Amani Basker, APA Staff: come up with pie in the sky ideas, but like I told you earlier, I have to check with the ag database administrators to see you know what.

864

03:32:43.200 --> 03:32:53.520

Amani Basker, APA Staff: We could offer and if there any limitations or constraints, but I just wanted to get any ideas that you may have that I could possibly bring back to him to enhance a database to work better.

865

03:32:54.840 --> 03:32:55.650

Amani Basker, APA Staff: For your needs.

866

03:32:55.980 --> 03:33:02.190

Lauren Caldwell Sommers (she/her): So I know we had one earlier in the chat, I think, maybe from Howie about people's expertise.

867

03:33:02.910 --> 03:33:18.270

Lauren Caldwell Sommers (she/her): In there so that we would be able to access, you know if you need someone to come speak at your group, or you are looking for information on a particular topic or but you know master trainers all have areas of expertise and most facilitators do as well, and the work that they do.

868

03:33:20.220 --> 03:33:29.610

Amani Basker, APA Staff: And I think that may be feasible because when you set up your profile, you have to put in some demographics, and so I think if we can maybe add.

869

03:33:30.120 --> 03:33:42.270

Amani Basker, APA Staff: Another line regarding expertise and then we should be able to query the users, based on a different profile information that they include so that's a great idea.

870

03:33:43.590 --> 03:33:51.600

Beth Bitler: it's not not really with the database, but kind of related to what you're just talking about if we could have access to.

871

03:33:52.320 --> 03:34:04.980

Beth Bitler: Like the recordings of any professional development things, or if there are resources from the list server somehow have a kind of a resource section, maybe that's on the website, not the database.

872

03:34:05.610 --> 03:34:15.930

Beth Bitler: But I often lose track of things oh that's interesting and useful and then I don't know where it is so there was like one place for ACT related things that would be helpful.

873

03:34:22.560 --> 03:34:28.740

Lauren Caldwell Sommers (she/her): I can't see everybody, so I don't know, yes I think that's right, and I think there, I thought there.

874

03:34:30.120 --> 03:34:36.750

Lauren Caldwell Sommers (she/her): was supposed to be a section behind you know, in the master trainer and facilitators corner for resources like that so.

875

03:34:37.800 --> 03:34:44.190

Lauren Caldwell Sommers (she/her): I don't know where it would fit best, but I agree that we should have it so whether it's in the.

876

03:34:45.480 --> 03:34:51.180

Lauren Caldwell Sommers (she/her): facilitator corner or master trader corner or whether it's in the database.

877

03:34:52.740 --> 03:35:06.090

Lauren Caldwell Sommers (she/her): I think it should be there and it should be easily accessible to anyone who's you know part of the program I don't think we would put it on the public facing side but definitely it has been my plan for instance to post the recordings from this meeting.

878

03:35:07.320 --> 03:35:21.000

Lauren Caldwell Sommers (she/her): behind that in that section that's in the, we need to find a way to put it in one place, but have it accessible from both the master trainer and the facilitator corners, so that everyone can reach it, without having to post it because.

879

03:35:21.360 --> 03:35:23.070

Lauren Caldwell Sommers (she/her): ITS doesn't like us to the post but.

880

03:35:23.490 --> 03:35:25.170

Lauren Caldwell Sommers (she/her): we'll figure that out that's an internal issue.

881

03:35:26.400 --> 03:35:27.480

Lauren Caldwell Sommers (she/her): But yes it's a great idea.

882

03:35:31.650 --> 03:35:32.400

Lauren Caldwell Sommers (she/her): Any other thoughts.

883

03:35:32.460 --> 03:35:34.140

Lauren Caldwell Sommers (she/her): related to the database themselves.

884

03:35:37.500 --> 03:35:51.420

Dr. Janeece Warfield ,Wright State: Can I just butt in, we could have like maybe a step by step process that maybe has screenshots for those of us that are not as technology savvy that might also be helpful, too, because I too had trouble getting on to the database.

885

03:35:52.710 --> 03:35:58.950

Lauren Caldwell Sommers (she/her): Yes, we need to make sure that the one we have will work, the one with the manual the guide we currently have I don't think that process really works.

886

03:35:59.160 --> 03:36:09.510

Lauren Caldwell Sommers (she/her): Exactly, so I know Amani already been working on revising that so thanks Julius I think that's going to be one of the first things we get so hopefully that will be helpful to everyone.

887

03:36:10.590 --> 03:36:16.050

Amani Basker, APA Staff: And I was just thinking, do you think it would be helpful if we scheduled like a database training.

888

03:36:16.890 --> 03:36:28.800

Amani Basker, APA Staff: With some of the master trainers and facilitators where you know we'd have maybe a zoom meeting and I could walk through the step by step process that you mentioned, you know that would be.

889

03:36:30.180 --> 03:36:36.570

Amani Basker, APA Staff: In conjunction with the manual with anyone we assume having like a live training to these two database.

890

03:36:39.210 --> 03:36:54.570

Lauren Caldwell Sommers (she/her): yeah and if we could take the training and then post that too, so people couldn't make it, but then they could watch it with their guide and you know kind of walk through it, that might help, or we could maybe even offer periodic help sessions, or something like a office hours kind of.

891

03:36:55.860 --> 03:36:56.520

Lauren Caldwell Sommers (she/her): option.

892

03:37:00.780 --> 03:37:09.210

Lauren Caldwell Sommers (she/her): Okay, all right, well, I don't know we have you know many other ideas we want to get to So if you have other database ideas that come up.

893

03:37:09.510 --> 03:37:14.130

Lauren Caldwell Sommers (she/her): feel free to speak up, you dont have to stick with any you know particular question that we're on.

894

03:37:14.670 --> 03:37:30.000

Lauren Caldwell Sommers (she/her): And shout them out or put them in the chat we want to hear any and all ideas, I also want to look at the questions that i've still got up on this PowerPoint and i'd love to hear from you just to sort of get us all in the mindset about what you think works best about the Program.

895

03:37:33.030 --> 03:37:39.420

Lauren Caldwell Sommers (she/her): It could be anything about it, but what is good to pick one thing about the ACT program that works well, but just what you love about it, you know but.

896

03:37:39.480 --> 03:37:40.680

Like what works well.

897

03:37:42.960 --> 03:37:43.380

Lauren Caldwell Sommers (she/her): Rebecca.

898

03:37:43.860 --> 03:37:54.480

Rebekka Zydel: I think it's the activity, the activities, I there just seems to be real intentionality behind the activities linked to the to the curriculum.

899

03:37:55.020 --> 03:38:06.960

Rebekka Zydel: And they're just received so well and really reinforce reinforce the messaging but also encourage participation and connection to the work.

900

03:38:11.130 --> 03:38:12.390

Barbara Culberson: So, and I think.

901

03:38:13.530 --> 03:38:28.320

Barbara Culberson: One of the things that works well, is the way the facilitator manual is set up is you know, especially for someone doing it for the first time or they're learning it, you know you can just.

902

03:38:29.250 --> 03:38:40.980

Barbara Culberson: You don't have to make it up, you know it's it's like just follow with sitting here, you know even the wording, or whatever, and so it gives adds another level of.

903

03:38:41.370 --> 03:38:50.490

Barbara Culberson: comfort of confidence to someone who's doing it for the first time that everything is just right here and and if I just follow this.

904

03:38:51.120 --> 03:39:07.650

Barbara Culberson: You know that keeps the fidelity of the program in place, but it also relieve some of the stresses of having to create something to come up with some additional things is us what what you have already prepared and and then just and just kind of.

905

03:39:08.850 --> 03:39:11.190

Barbara Culberson: You know, even if you have to read.

906

03:39:12.270 --> 03:39:23.760

Barbara Culberson: The read the read the language you know we actually doing this it's just right there and I think that's one of the good pieces of of the Program.

907

03:39:25.590 --> 03:39:29.460

Lauren Caldwell Sommers (she/her): that's great to hear, especially as we're talking about revising the curriculum to think about what parts to keep.

908

03:39:30.660 --> 03:39:32.640

Lauren Caldwell Sommers (she/her): And maybe even have to clarify that some.

909

03:39:34.620 --> 03:39:40.590

Aditi Dutt: You know just to piggyback on what Rebecca said, the activities are great but somehow they get watered.

910

03:39:40.620 --> 03:39:42.630

Aditi Dutt: Down when er do it on zoom.

911

03:39:43.920 --> 03:39:45.870

Aditi Dutt: The zoom part of ACT.

912

03:39:46.200 --> 03:39:48.630

Maria Beatriz: Is kind of not the same effect.

913

03:39:49.560 --> 03:39:51.780

Aditi Dutt: As when you actually do it in person.

914

03:39:53.100 --> 03:40:02.640

Aditi Dutt: you're standing in front of a group and actually tearing that paper doll is very different than actually doing it on a zoom platform.

915

03:40:03.810 --> 03:40:04.260

So.

916

03:40:05.310 --> 03:40:13.980

Aditi Dutt: You can see that tears in people's eyes when you do it in person, but somehow, you know that the zoom does not, it does not have this.

917

03:40:22.020 --> 03:40:39.030

Maria Beatriz: I think that's one aspect of that's very powerful in the program and, besides the content of the program is the aspect that we do a lot of reflection about the issues that we deal with

918

03:40:39.840 --> 03:40:55.740

Maria Beatriz: This is very important because, to change behavior I have to be awareness of the problem and think about solution, and they think that the content, the balance it in content and activities.

919

03:40:56.700 --> 03:41:18.090

Maria Beatriz: promote a lot of reflections and discussion with the caregivers that the facilitators can promote very important to change the behavior to think differently without judgment to then do a lot of reflections about the visual.

920

03:41:25.320 --> 03:41:31.350

Lauren Caldwell Sommers (she/her): I can't see everyone is Michelle still here, I wonder if you all talked about that problem of translating activities.

921

03:41:32.640 --> 03:41:36.390

Lauren Caldwell Sommers (she/her): To virtual in your session yesterday, on reading the room in our new normal.

922

03:41:37.020 --> 03:41:38.400

Michele: yeah we did.

923

03:41:39.870 --> 03:41:44.970

Michele: And you know I think a Aditi has a point there's just there are some things that just.

924

03:41:45.030 --> 03:41:55.020

Michele: get lost with the remote programming, I presented just very briefly about results that we are preparing in a manuscript right now, from our.

925

03:41:55.860 --> 03:42:08.310

Michele: Dr burkhardt in my study of the effectiveness of remote programming and we found some positive outcomes and we found some not so great discipline was improved.

926

03:42:09.390 --> 03:42:12.120

Michele: Parental behavior knowledge were improved so that's all.

927

03:42:12.120 --> 03:42:12.450

Michele: Great.

928

03:42:13.170 --> 03:42:15.240

Michele: We also measured parental nurturing.

929

03:42:15.540 --> 03:42:16.890

Michele: and media.

930

03:42:18.120 --> 03:42:23.340

Michele: literacy and we did not find differences there, which is kind of interesting during the coven.

931

03:42:24.180 --> 03:42:36.780

Michele: pandemic and everyone using medium or in someone I kind of wasn't surprised about that finding, but the parental nurturing was it was a disappointment for sure so kind of mixed results were publishing now.

932

03:42:38.610 --> 03:42:42.540

Lauren Caldwell Sommers (she/her): I wonder how much that relates to the lack of work in zoom environment.

933

03:42:43.560 --> 03:42:45.150

Michele: Maybe yeah maybe.

934

03:42:46.290 --> 03:43:02.040

Maria Beatriz: can I add something about the assessment? I think that's very important and the scale adapt to scale, I think that need to improve a lot in the psychometric a measure.

935

03:43:03.180 --> 03:43:17.190

Maria Beatriz: And when Elisa of the ways that the tractor tractor or analysis very interesting because we have been using this three factors of discipline, communication.

936

03:43:17.760 --> 03:43:30.180

Maria Beatriz: and emotional regulation and sometimes the results and outcomes is very interesting to see this the different three components and I think that.

937

03:43:30.810 --> 03:43:46.650

Maria Beatriz: Besides the content of the program the intervention, we need to advance in the psychometric measuring of using the ACT scale, this is my point of view, we have been using the power of the ?

938

03:43:48.360 --> 03:43:54.810

Maria Beatriz: The English easily the expansion normally it is I couldn't help me the ?.

939

03:43:56.100 --> 03:44:09.960

Maria Beatriz: The sounders instruments to assess parenting practices have been using this instrument, but I think that they acted scale, we need to advance more in the psychometric measuring.

940

03:44:11.100 --> 03:44:20.700

Maria Beatriz: And this is very important because the instrument proposed to be used in the innovation in the men well.

941

03:44:21.270 --> 03:44:29.850

Michele: yeah I definitely I definitely agree that we need to improve on that I see that tasha calm and had that they weren't able to replicate.

942

03:44:30.450 --> 03:44:48.720

Michele: The three dimensions and in her factor analysis, I think we, I think, sadly, after all these years it's still a work in progress right, but I do think we need to focus on that the properties of our instruments we did we did also use the parent behavior checklist in this particular study.

943

03:44:56.100 --> 03:45:08.400

Barbara Culberson: The law and one of the things, this is not related to the database, one of the things that some of our parents in our classes, ask the end you know.

944

03:45:09.540 --> 03:45:10.290

Barbara Culberson: Is that.

945

03:45:11.400 --> 03:45:13.170

Barbara Culberson: Is there a model for.

946

03:45:14.370 --> 03:45:17.790

Barbara Culberson: For for parents to have older children, you know.

947

03:45:19.830 --> 03:45:21.330

Barbara Culberson: You know, nine plus older.

948

03:45:22.830 --> 03:45:43.290

Barbara Culberson: Two teenage years between the free thing you know, is there ever any thought given to eventually depth developing a modul for that I know that, right now, this is what we have, but in the future, is there any thoughts about working on developing something.

949

03:45:44.400 --> 03:45:45.510

Barbara Culberson: For that age group.

950

03:45:47.220 --> 03:45:54.960

Lauren Caldwell Sommers (she/her): yeah I would love to do that, I think that those are some tough years and it would be wonderful to have there are fewer interventions for the.

951

03:45:55.350 --> 03:46:06.840

Lauren Caldwell Sommers (she/her): tweens and teens, then there are four and just generally in the field, then there are for early years, so I do think that's an important area I do you know, and I weighed this out a lot and.

952

03:46:07.920 --> 03:46:24.330

Lauren Caldwell Sommers (she/her): I think that we, we really want to focus on making sure we feel really good about where act as it is, is, first, but I do think that's a natural area of expansion for sure, maybe that can be on our five year.

953

03:46:25.410 --> 03:46:31.140

Lauren Caldwell Sommers (she/her): kind of kind of goal, because it's a it, that would be a major undertaking to do, I think.

954

03:46:32.550 --> 03:46:34.080

Lauren Caldwell Sommers (she/her): I see Teresa you have your hand up.

955

03:46:35.280 --> 03:46:43.590

Lauren Caldwell Sommers (she/her): Or maybe not nope sorry that's my cursor sorry I didn't mean to put you on the spot, I did take the PowerPoint down, so we can all see each other, a little bit more easily.

956

03:46:44.220 --> 03:46:52.980

Lauren Caldwell Sommers (she/her): But I would like to just spend a few minutes for those of you who are trained to multiple programs, and I know there are some people who are.

957

03:46:53.430 --> 03:46:57.690

Lauren Caldwell Sommers (she/her): Out of their here today, but I know there are some folks who are act facilitators and master trainers who.

958

03:46:58.080 --> 03:47:06.870

Lauren Caldwell Sommers (she/her): Train multiple programs, because your agencies have you do that, how is ACT different from other parenting programs what's in those other programs that works that we're missing or what's.

959

03:47:07.260 --> 03:47:15.090

Lauren Caldwell Sommers (she/her): You know what's different why ACT in addition to or instead of other programs beyond cost I know cost is one factor.

960

03:47:17.310 --> 03:47:20.460

Barbara Culberson: I would say pick up what I said it yesterday.

961

03:47:21.840 --> 03:47:24.840

Barbara Culberson: The one one difference that I can see is that it.

962

03:47:26.010 --> 03:47:38.850

Barbara Culberson: looks it in brings into to the conversation what the child is processing what when you know when the talus misbehaving or as a unless it was a child.

963

03:47:40.650 --> 03:47:41.400

Barbara Culberson: i'm.

964

03:47:42.690 --> 03:47:48.750

Barbara Culberson: Thinking you know and their feelings that's the other programs that i'm certified in.

965

03:47:50.130 --> 03:48:01.380

Barbara Culberson: You know that's not the case it's like just this is how parents ought to be and what they do, but in order to be able to effectively that parent or a better parent, is what I always say.

966

03:48:01.890 --> 03:48:13.950

Barbara Culberson: Then you have to meet your kids where they're at you know and and I think at program best it was a paradigm shift, for me, when I started doing this when.

967

03:48:14.880 --> 03:48:25.170

Barbara Culberson: Do you did our training, you know just to you know, do we need to think about how you know why is this child acting this way is this appropriate.

968

03:48:25.950 --> 03:48:39.600

Barbara Culberson: behavior for this age group, you know these are things that up until I started doing the act program I had not it wasn't a part of the other curriculums to consider consider you know.

969

03:48:41.730 --> 03:48:57.870

Barbara Culberson: You know age appropriateness and all those things, and one of the towel, maybe put so it was just refreshing yeah and if I know that my child has process and it this way, thinking about it this way, then now I can do something different to be able to be a better parent and help my child.

970

03:48:59.520 --> 03:49:07.410

Barbara Culberson: So I think that's one of the best one of the differences of the program and one of the best pieces of the Program.

971

03:49:08.460 --> 03:49:15.390

Lauren Caldwell Sommers (she/her): Great that's really helpful because thinking about the perspectives that we have in there will be a part of the revisions as well how I thought I saw your hand up.

972

03:49:18.060 --> 03:49:18.630

Howie Baker: yeah I.

973

03:49:20.820 --> 03:49:28.230

Howie Baker: will host the piece where parents are forming relationships with others, is really important, clearly and.

974

03:49:28.770 --> 03:49:35.880

Howie Baker: And the dialogue that can happen when they haven't. the part is as a facilitator what's so important is to be able to.

975

03:49:36.660 --> 03:49:45.450

Howie Baker: help people be positive and look for the positive skills and the sort of behavioral response responsive or reflective practice.

976

03:49:46.260 --> 03:49:59.190

Howie Baker: The part of being a responsive parent and is and to be positive and to look for what's working is a real key thing for the facilitator to model and.

977

03:49:59.940 --> 03:50:07.260

Howie Baker: And to use those various strategies and to look at anyway points I think there's always a good dialogue and professional development, for us to have.

978

03:50:08.250 --> 03:50:20.910

Howie Baker: People speaking, who are doing the program think about how they are facilitating as in a positive way that models for parents had to do that with their children and with their partners who are helping them raise their children.

979

03:50:23.880 --> 03:50:24.270

Howie Baker: And so.

980

03:50:25.050 --> 03:50:29.700

Lauren Caldwell Sommers (she/her): that's a great framework to think about for the whole curriculum right to think about that.

981

03:50:30.720 --> 03:50:33.120

Lauren Caldwell Sommers (she/her): Making sure that's integrated throughout, I think.

982

03:50:34.140 --> 03:50:37.380

Lauren Caldwell Sommers (she/her): Aditi that a dd I see you've had your hand up to.

983

03:50:38.430 --> 03:50:50.220

Aditi Dutt: I have mentioned this, yesterday I just mentioning it again, I think, after I do my classes or my training I get tons of requests.

984

03:50:51.090 --> 03:51:03.420

Aditi Dutt: Just to do the media violence piece, because this piece is very unique to the ACT curriculum there, I have not found a single other parenting.

985

03:51:03.930 --> 03:51:26.280

Aditi Dutt: curriculum that deals with the effects that media violence has on literally brain chemistry or the way children behave etc, etc, so it's interesting how just this one module makes people that just say, have two hours of time or just.

986

03:51:27.330 --> 03:51:43.290

Aditi Dutt: You know just want to take out a piece of the curriculum to talk to their parents about and not do a whole class the agency's put in requests to you know, can you please come and talk about violence.

987

03:51:44.520 --> 03:51:45.300

Aditi Dutt: I find that.

988

03:51:48.960 --> 03:52:00.720

Lauren Caldwell Sommers (she/her): This is part of one of the reasons I was so excited with Dr Jenn sales presentation, it was so accessible today and you'll be really I think what you just pick it up and we would benefit just pick it up and plop it in.

989

03:52:01.680 --> 03:52:07.920

Lauren Caldwell Sommers (she/her): be perfect, I will will be able to update that part of the program pretty quickly and easily Denise you had your hand up to.

990

03:52:09.450 --> 03:52:14.610

Dr. Janece Warfield ,Wright State: The one thing I mentioned yesterday, and this is just something to consider adding but just with the whole pandemic.

991

03:52:15.150 --> 03:52:23.400

Dr. Janece Warfield ,Wright State: A lot of our head started parents were under a lot of stress and so, for the last session on taking ACT on the road we integrated a part of the self care.

992

03:52:23.820 --> 03:52:27.690

Dr. Janeece Warfield ,Wright State: So just kind of talked about in order to take care of others, you have to be able to take care of yourself.

993

03:52:28.050 --> 03:52:34.290

Dr. Janeece Warfield ,Wright State: And so we integrated them a little bit of some relaxation five minute like relaxation things they could do, or just have parents, think about.

994

03:52:34.740 --> 03:52:39.990

Dr. Janeece Warfield ,Wright State: How could you give yourself five minutes, just to take care of yourself and brainstorm with those things might look like.

995

03:52:40.740 --> 03:52:51.480

Dr. Janeece Warfield ,Wright State: Going back with the question that we had yesterday about where would you like to visit, if you could give them parents ways to even imagine where they could go for a few minutes, and so we have them do collages.

996

03:52:52.020 --> 03:53:00.390

Dr. Janeece Warfield ,Wright State: So that was just something that we might want to think about integrating as time goes on, is just the self care component, because I haven't seen that necessarily in other parenting curriculums but.

997

03:53:00.750 --> 03:53:05.490

Dr. Janeese Warfield ,Wright State: It definitely was something that was very helpful for our parents for these last few years.

998

03:53:06.210 --> 03:53:15.210

Lauren Caldwell Sommers (she/her): It is so important, and as a parent of a 21 year old, I would say you still have to do that that's why I have a zoom background that looks like this rabbit hole in your old.

999

03:53:16.230 --> 03:53:22.650

Lauren Caldwell Sommers (she/her): yeah, so I think that's a great suggestion Janeese, I think we definitely want to integrate some self care in there, Bob you have your hand up.

1000

03:53:23.250 --> 03:53:34.230

Robert Brinker: yeah I like to call them light bulb moments in the the curriculum it's just like instead of us telling parents, you need to be more authoritative in your parenting.

1001

03:53:34.590 --> 03:53:42.840

Robert Brinker: We do that walk around activity where they identify how they were raised and then how they want to raise their own children and so.

1002

03:53:43.650 --> 03:53:51.720

Robert Brinker: You know it's this curriculum is about self discovery and that's what I really love about that, and then you can just point it out okay.

1003

03:53:52.020 --> 03:54:03.390

Robert Brinker: So, even though you were raised this way there's certain changes, you want to make, and so it just it empowers the parents said that's my biggest thing about this curriculum.

1004

03:54:04.650 --> 03:54:06.960

Lauren Caldwell Sommers (she/her): that's awesome Elisa.

1005

03:54:09.330 --> 03:54:25.050

Elisa : Yes, what we saw in a systematic review that we've we did it is that the violence prevention session, and also the electronic media session, these are really helpful and these are different from other programs.

1006

03:54:28.320 --> 03:54:34.140

Lauren Caldwell Sommers (she/her): Great yeah you said some great stuff in the chat too, and I see Cynthia said, the transfer ability of skills to other aspects of life.

1007

03:54:34.950 --> 03:54:36.420

yeah okay.

1008

03:54:39.120 --> 03:54:41.820

Elisa : Now that was it Thank you sure.

1009

03:54:42.720 --> 03:54:57.630

Maria Beatriz: Another aspect that I think that's very important and that's a program or universal prevention for room is like a psycho educational program is a strong framework for psychologists.

1010

03:54:58.410 --> 03:55:22.440

Maria Beatriz: And that can be used for definitely years we have been seeing nurses, social workers, besides the psychologist see us using the program This is very important because you can use in different sectors in the vocational sector in social protection sector and in psychology and in house.

1011

03:55:23.730 --> 03:55:34.650

Maria Beatriz: service, and I think this is very important in the program to be using the four different professionals that have been.

1012

03:55:35.220 --> 03:55:52.350

Maria Beatriz: Working with families and children, especially early childhood development and you have a strong basis frameworks, using the program, then we can share the psychology like well just sharing.

1013

03:55:53.580 --> 03:56:08.340

Maria Beatriz: A program weas I like this, this kind of program that you can be interdisciplinary and sectoral program that it can be used for Defense.

1014

03:56:09.660 --> 03:56:26.310

Maria Beatriz: And you can like you can spread the language of psychology not only for a clinical psychologist but also for prevention in mental health in charge of behavioral problems, then.

1015

03:56:28.230 --> 03:56:36.630

Maria Beatriz: The parenting more positive parenting to another note tree evil mental is the children.

1016

03:56:39.090 --> 03:56:39.750

Maria Beatriz: Yes, I like.

1017

03:56:40.140 --> 03:56:43.980

Lauren Caldwell Sommers (she/her): I love it that we have multiple disciplines, who are interested.

1018

03:56:45.270 --> 03:56:45.510

Maria Beatriz: Like.

1019

03:56:47.520 --> 03:56:55.410

Lauren Caldwell Sommers (she/her): So I know we're coming you know getting a little short on time, so I want to combine two questions and feel free to answer it both ways or pick away.

1020

03:56:55.890 --> 03:57:03.390

Lauren Caldwell Sommers (she/her): But I want to know what would help you feel better prepared to deliver the ACT program either as a master trainer or facilitator.

1021

03:57:03.780 --> 03:57:12.570

Lauren Caldwell Sommers (she/her): and also what would help you feel more engaged with with the ACT program I know one of those is you know, improved communication for sure, and I don't want to.

1022

03:57:12.990 --> 03:57:20.370

Lauren Caldwell Sommers (she/her): Cut that short, so if people want to talk about that, I encourage you to do that, but also, if you have ideas, in addition to that we'd love to hear them.

1023

03:57:22.170 --> 03:57:25.890

Lauren Caldwell Sommers (she/her): For both how you might feel better prepared and how you might feel more engaged.

1024

03:57:29.310 --> 03:57:38.040

Dr. Janeece Warfield ,Wright State: I just know having these meetings and that's something i've missed over the last two years or so that I think having the meetings is really essential so with a week and one feel connected.

1025

03:57:38.400 --> 03:57:51.240

Dr. Janeece Warfield ,Wright State: To to learn what other people are doing even hearing how people do some of the activities, a little bit differently, even though they're keeping to fidelity to me Those are the things that helped me to fill one engaged that also helped me to do the program better.

1026

03:57:54.690 --> 03:57:55.830

Lauren Caldwell Sommers (she/her): Great thanks to Janeece.

1027

03:57:59.580 --> 03:58:11.160

Maria Beatriz: link that was my profile, I think that I can contribute more research to the training and thinking about the creation of the program for different.

1028

03:58:12.570 --> 03:58:13.620

Maria Beatriz: front lines.

1029

03:58:20.340 --> 03:58:22.650

Lauren Caldwell Sommers (she/her): great thing okay folks.

1030

03:58:26.730 --> 03:58:29.160

Lauren Caldwell Sommers (she/her): Elisa your hands up is that new.

1031

03:58:29.190 --> 03:58:46.470

Elisa : Yet yeah yeah, so I think we are really engaged with the program here me and Beatrice but sometimes we think we are a little bit alone, since we don't have this contact so having this opportunity to discussing meetings.

1032

03:58:47.640 --> 03:58:54.360

Elisa : and also to think in a way, where we can have more discussion internationally, it will be really helpful.

1033

03:58:55.710 --> 03:59:03.810

Lauren Caldwell Sommers (she/her): I agree, I think there's not to ever leave anyone out, but I think there's a part of the international international programs work that are different.

1034

03:59:04.200 --> 03:59:14.880

Lauren Caldwell Sommers (she/her): That would be nice to just have the international people connect and be able to talk and maybe all of us could be there to listen and learn as well, but I think there's a lot to be shared amongst the international programs.

1035

03:59:15.630 --> 03:59:25.440

Lauren Caldwell Sommers (she/her): Just because it functions so differently in other countries, and also in every country it's different, but there are some ways that it's different from the way it is in the US that somewhat similar so.

1036

03:59:25.740 --> 03:59:34.710

Lauren Caldwell Sommers (she/her): i've been trying to give some thought to that about what can we do with international acts to better connect folks who are not in the US with the work so.

1037

03:59:39.540 --> 03:59:40.530

Lauren Caldwell Sommers (she/her): Cynthia your hands up.

1038

03:59:45.120 --> 03:59:46.740

Aditi Dutt: you're muted Cynthia.

1039

03:59:52.260 --> 03:59:54.270

Cynthia Legin-Bucell: Thank you yeah um.

1040

03:59:55.350 --> 04:00:12.600

Cynthia Legin-Bucell: I you know I recognize the differences internationally, but I also think there, there are big differences between different communities and subcultures in this country and those I think sometimes artists appreciated for the challenges that they can bring and.

1041

04:00:14.430 --> 04:00:22.770

Cynthia Legin-Bucell: And so you know, I think, maybe you know, a greater awareness of that because it is very different dealing with.

1042

04:00:23.880 --> 04:00:26.580

Cynthia Legin-Bucell: geography and culture and.

1043

04:00:28.740 --> 04:00:39.750

Cynthia Legin-Bucell: religion plays a part in some places and politics place apart and other places, and it just it it's made you know it's there are differences big differences that's all.

1044

04:00:40.530 --> 04:00:47.400

Lauren Caldwell Sommers (she/her): Sure, and that's part of that whole reading the room idea right who are you engaging with and how do you best engage with them.

1045

04:00:47.640 --> 04:00:49.620

Lauren Caldwell Sommers (she/her): And how do you assess that early enough.

1046

04:00:50.160 --> 04:00:56.850

Lauren Caldwell Sommers (she/her): To be successful in the program so it feels like we transition a little bit to what topics, would you like to learn about also so please chime in.

1047

04:00:57.180 --> 04:01:01.680

Lauren Caldwell Sommers (she/her): If there are things that you think I see Rebecca has said she'd like to revisit how to market ACT.

1048

04:01:02.160 --> 04:01:08.010

Lauren Caldwell Sommers (she/her): To communities and families, I think that's a great idea that's so important for recruitment I know.

1049

04:01:08.370 --> 04:01:17.340

Lauren Caldwell Sommers (she/her): Maybe it was Miriam i'm sorry if i'm not remembering who said what but throughout the idea of ACT ambassadors and you know, maybe that's a way, but I love for us to do some brainstorming around.

1050

04:01:17.970 --> 04:01:29.430

Lauren Caldwell Sommers (she/her): That topic and so will create an opportunity for that, what are the topics that you feel like we need to explore, in order to support act evolving and and being stronger in communities.

1051

04:01:31.980 --> 04:01:37.620

Lauren Caldwell Sommers (she/her): Or what would you like to learn about just so you would feel more engaged or better prepared.

1052

04:01:41.490 --> 04:01:48.060

Aditi Dutt: Going back to what Cynthia was saying you know what if we have a class just a kinship care givers.

1053

04:01:48.660 --> 04:01:58.200

Aditi Dutt: just say grandparents taking care of their grandkids because their own kids are may be incarcerated what changes would you, you know.

1054

04:01:58.890 --> 04:02:11.490

Aditi Dutt: Make not changes evidence base, you know that would destroy the evidence base of the program but what I mean is, how would you talk to a completely different generation of.

1055

04:02:12.180 --> 04:02:25.080

Aditi Dutt: caregivers about taking care of the next you know generation, what is it not even Z now it's like the you know the futuristic 028 of the 2020s.

1056

04:02:25.620 --> 04:02:40.650

Aditi Dutt: Well, how would you do that, you know where the grandparents are way back in the maybe 60s 50s and the kids they're taking care of our in the mid 20s you know 2020s.

1057

04:02:41.790 --> 04:02:46.710

Aditi Dutt: You know how could you make them understand the week, it can be.

1058

04:02:48.120 --> 04:02:48.630

In that.

1059

04:02:49.830 --> 04:02:52.140

Aditi Dutt: In those two completely different.

1060

04:02:55.080 --> 04:03:04.920

Lauren Caldwell Sommers (she/her): that's a great idea and it brings to mind all kinds of populations that might have a class, you know that they would be together in that we can think about.

1061

04:03:05.220 --> 04:03:14.130

Lauren Caldwell Sommers (she/her): How do we, you know, maybe there's even just different videos you would show like tasha was talking about yesterday infidelity you can you can maintain fidelity but use different examples and activities.

1062

04:03:14.580 --> 04:03:24.870

Lauren Caldwell Sommers (she/her): To get there right, so I think a chance to explore That would be a great one I see the Cynthia also put funding into the chat and I would love to have a broader discussion about funding.

1063

04:03:25.590 --> 04:03:30.930

Lauren Caldwell Sommers (she/her): I think both at the Community level like, how do you get funding to do it in communities, if you don't have saved money.

1064

04:03:31.320 --> 04:03:45.810

Lauren Caldwell Sommers (she/her): and have a larger Level too, so I think that's definitely one we want to continue to explore in some professional development, other other things, people are interested in having professional development, address or having opportunities to come together and discuss.

1065

04:03:51.090 --> 04:03:58.080

Lauren Caldwell Sommers (she/her): Oh, a social media media toolkit I saw that Rebecca suggested that and Beatriz is second thing that.

1066

04:03:59.130 --> 04:04:03.930

Lauren Caldwell Sommers (she/her): I guess that's for marketing purposes to have to, we have some supportive materials for that.

1067

04:04:04.710 --> 04:04:20.160

Rebekka Zydel: social media right wasn't around when we started to like this right and people just receive information differently and then it's formatted differently and the images work differently, and so it, you know when we're recruiting a think would be nice to have something to pull from.

1068

04:04:20.850 --> 04:04:32.640

Lauren Caldwell Sommers (she/her): One of the challenges with, that is, it also social media is changing so quickly, like you know we might do a tweet, but what we really need is a tick tock and I don't you know that's like, how do you keep up the bed so.

1069

04:04:34.080 --> 04:04:35.970

Lauren Caldwell Sommers (she/her): But yes that's a good suggestion as well.

1070

04:04:37.800 --> 04:04:43.110

Aditi Dutt: I think Jeff put something about died on the chat about and you just mentioned TikTok.

1071

04:04:47.760 --> 04:04:48.960

Lauren Caldwell Sommers (she/her): And that's good to know tasha.

1072

04:04:50.880 --> 04:04:51.150

Lauren Caldwell Sommers (she/her): About.

1073

04:04:52.230 --> 04:05:02.550

Lauren Caldwell Sommers (she/her): social media and, yes, the movie to tell her to point O other thoughts anything else you'd like to share, about how we might want to.

1074

04:05:04.470 --> 04:05:07.230

Lauren Caldwell Sommers (she/her): evolve, the program what the future of ACT should include.

1075

04:05:08.580 --> 04:05:14.250

Robert Brinker: I don't I don't if I can jump in I don't know if this would be helpful to everybody or not, but.

1076

04:05:14.790 --> 04:05:25.920

Robert Brinker: You know, sometimes we're working with special populations of parenting like teen parents or the fathers or military parents and things like that and.

1077

04:05:26.280 --> 04:05:36.420

Robert Brinker: i'm thinking for me at least sometimes just having some knowledge about special challenges that face different parenting populations like we did the cultural thing.

1078

04:05:36.870 --> 04:05:54.540

Robert Brinker: We talked about you got to be very careful and and just like talking about culture and everybody's included in math I mean, for example, I i've had a lot of grandparents attending programs, and who are raising grandchildren, so they have special challenges.

1079

04:05:56.400 --> 04:05:57.180

Lauren Caldwell Sommers (she/her): that's a great idea.

1080

04:06:01.980 --> 04:06:18.810

Aditi Dutt: be interested in also I mean again piggybacking on what Bob just said, are the LGBT Q population is a big, at least in my area, you know where they need to feel included how has that impacted any of your classes, where.

1081

04:06:20.010 --> 04:06:35.460

Aditi Dutt: You know, again, do we have same gender parents coming to our classes to be trans parents coming to our classes, how do the kids get impacted by you know, having trans or.

1082

04:06:36.120 --> 04:06:57.510

Aditi Dutt: same gender parents any you know feedback from any of y'all about having either classes just for that population or even having them part of the classes how has that you know, been incorporated.

1083

04:07:01.980 --> 04:07:04.290

Lauren Caldwell Sommers (she/her): that's a great idea so also do.

1084

04:07:05.910 --> 04:07:12.960

Lauren Caldwell Sommers (she/her): I don't want to cut this discussion short anyone have anything else to a last thing to add, before we start to wrap up.

1085

04:07:20.640 --> 04:07:32.370

Lauren Caldwell Sommers (she/her): Well, I want to thank you all for participating, we would love it if you would complete an evaluation Miyai is going to put the link for the evaluation in the chat and I encourage you to.

1086

04:07:32.670 --> 04:07:36.210

Lauren Caldwell Sommers (she/her): click on it right now and just it's just a couple of notes.

1087

04:07:36.300 --> 04:07:46.560

Lauren Caldwell Sommers (she/her): More than three questions or more than two but it's not terribly long, and I think it would not take you even the last six minutes to finish it, but you know we would really be great.

1088

04:07:47.580 --> 04:07:53.100

Lauren Caldwell Sommers (she/her): To get the feedback for you about this meeting, because we want to do this regularly, and we want to make it.

1089

04:07:53.400 --> 04:08:03.480

Lauren Caldwell Sommers (she/her): What you want it to be, and make it an opportunity to connect and I really appreciate all of your attention and attendance over the last two days and for the amount of time, you could be here.

1090

04:08:03.990 --> 04:08:11.130

Lauren Caldwell Sommers (she/her): This has been great for me i've learned a ton from all of you have also gotten to meet and see faces of folks that I hadn't met before.

1091

04:08:11.700 --> 04:08:18.810

Lauren Caldwell Sommers (she/her): it's been just a wonderful experience for me, I hope, it has been for you as well, but please do let us know how we can improve it and make it even better.

1092

04:08:19.560 --> 04:08:28.410

Lauren Caldwell Sommers (she/her): We are going to definitely take the ideas that we've heard today, and you know work through them share them with our advisor Group share them with you all.

1093

04:08:28.860 --> 04:08:39.150

Lauren Caldwell Sommers (she/her): continue to get input, I appreciate all of your participation in the focus group send a request for you know come in and answering questions it's all part of us trying to do program improvements and.

1094

04:08:39.750 --> 04:08:48.630

Lauren Caldwell Sommers (she/her): it's been wonderful to see the responsiveness of the Community, I just want to remind you that we are out tasha say you need a Microsoft sign in to do the survey.

1095

04:08:51.570 --> 04:08:53.100

Lauren Caldwell Sommers (she/her): know howie is saying no you don't.

1096

04:08:54.390 --> 04:08:55.170

Lauren Caldwell Sommers (she/her): Well, you do.

1097

04:08:55.530 --> 04:08:59.040

Aditi Dutt: asking me to sign in Microsoft and I didn't want to do that.

1098

04:08:59.250 --> 04:09:11.310

Lauren Caldwell Sommers (she/her): Okay, we will attach the survey to an email, then, and you can just do it that way, and you won't have to sign in to do it if you if you can't do it now we'll send it out.

1099

04:09:12.450 --> 04:09:21.450

Lauren Caldwell Sommers (she/her): Also, so that you still have a chance to do it, I just want to remind everyone that we are, it will take us a little while to download them and get them ready and then send them to IT to get them.

1100

04:09:21.840 --> 04:09:36.840

Lauren Caldwell Sommers (she/her): posted, but we will put the recordings on the website, we will also send the recording a link to the recordings to everyone who registered for the meeting so you'll get it first but So if you question that you'd like to watch or if you.

1101

04:09:38.040 --> 04:09:49.170

Lauren Caldwell Sommers (she/her): You know just want to go back and rewatch something because there's nuggets in there, you should be able to do that, so I really want to sincerely thank you all for participating and being a part.

1102

04:09:49.200 --> 04:09:55.980

Miyai Carter: Of the already to interrupt lauren i'm sorry, but the link should let you guys access it without logging sorry about that.

1103

04:09:56.340 --> 04:09:56.970

Lauren Caldwell Sommers (she/her): Did you switch it.

1104

04:09:57.330 --> 04:10:00.690

Lauren Caldwell Sommers (she/her): Guided OK, so now, you should be able to use the link maybe give it a shot.

1105

04:10:00.960 --> 04:10:01.620

Robert Brinker: yeah okay.

1106

04:10:02.910 --> 04:10:09.870

Lauren Caldwell Sommers (she/her): But I just wanted to you know say thank you so much for not only dissipating this weekend, but for all you're doing.

1107

04:10:10.140 --> 04:10:16.800

Lauren Caldwell Sommers (she/her): To participate in the program to bring ACT to your locations to train additional facilitators to bring it to parents.

1108

04:10:17.070 --> 04:10:25.710

Lauren Caldwell Sommers (she/her): I think we all have the goal of trying to help parents have all the tools they need to do the best they can with raising their children, and you know I think act is.

1109

04:10:26.310 --> 04:10:34.350

Lauren Caldwell Sommers (she/her): One of the great ways of doing that, so I really appreciate all that you're doing for the program okay looks like it works now.

1110

04:10:35.370 --> 04:10:41.970

Lauren Caldwell Sommers (she/her): thanks again everyone, and you know we're ending three minutes early so out of eight hours we're going to give you back three minutes.

1111

04:10:42.600 --> 04:10:51.570

Lauren Caldwell Sommers (she/her): Thanks very much feel free to contact us if you have questions or feedback you'd like to share as you're thinking about this in the coming weeks days means thanks everyone.

1112

04:10:52.560 --> 04:10:53.430

Everyone.

1113

04:10:56.460 --> 04:10:56.880

Elisa : bye bye.

1114

04:11:01.170 --> 04:11:01.530

Maria Beatriz: bye.

1115

04:11:02.220 --> 04:11:02.880

bye.

1116

04:11:06.120 --> 04:11:07.110

Jeff Matascik: bye everybody.

1117

04:11:07.350 --> 04:11:08.100

Teresa Williams: hi everybody.