

STEP-BY-STEP PARENTING PROGRAM LOGIC MODEL

Program Goal: To increase parenting skills so that the child can remain home without need of protective services

SITUATION	INPUTS	ACTIVITIES	OUTPUTS	OUTCOMES
Parents with learning difficulties (LD) are at risk of child neglect and losing their children	Funding	1. Assessment of contextual factors that may impede or promote adequate parenting and success in the program	1. Assessment report	1. Improvement in parenting skills, including generalization and maintenance
Parents with LD often do not receive tailored and effective interventions to improve their parenting skills	Staff	2. Assessment of parenting knowledge and skills, primarily through direct observation	2. Family Support Plan	2. Improvement in child health, development, and behavior
The SBS Parenting Program (SBSPP) has the most evidence of effectiveness compared to other programs designed for parents with LD	Time	3. Development of Family Support Plan and Parent Education Plan(s)	3. Parent Education Plan(s)	3. Increase in family's social support network and parent's satisfaction with their supports
Agencies that want to implement the Step-by-Step Parenting Program will need to identify staff and supervisors and arrange for the 3-day training	Research knowledge	4. Home visits to conduct assessments and training	4. Home visits	4. Family preservation
Agencies that want to build internal capacity can opt for the extra one day train-the-trainer training	Trainer Manual	5. Data collection and evaluation	5. Completed SBSPP checklists	5. Removal of child protection order
	Parenting Checklists	6. Recipient input and feedback	6. Data base of individual family and overall program results	6. Recipient satisfaction
	Picture books for parents	7. Agency training	8. Progress and Discharge reports	7. Evidence of integrity of program implementation
	Parent Educator and Supervisor Training	9. Ongoing parent educator self-appraisal and supervisory feedback	10. Recipient program satisfaction reports	
	Supervision		11. SBSPP Adherence checklist results	

ASSUMPTIONS

1. Parents with LD are capable of improving their parenting skills if taught in a manner congruent with their learning style
2. Improving parenting skills will improve the health, development, and behavior of their children and reduce child removal
3. Having children stay in their family home with parent training and supports is less costly in financial terms than placing children in care
4. Having children stay in their family home with parent training and supports is less costly in terms of increase risk of life-long emotional problems in the children placed children in care

EXTERNAL FACTORS

1. Preconceived notions of capabilities of parents with LD
2. Inappropriate Parenting Capacity Assessments that use IQ scores as proxy for parenting abilities
3. Government, CPS, and family support agencies' ignorance of research literature in general, and SBSPP specifically
4. Federal and State governments application of ADA to parenting by persons with disabilities
5. Historical cyclic changes in focus on child protection – i.e., best interests of child vs. family preservation