

# Preventing violence: Evaluating outcomes of parenting programmes

## WEBAPPENDIX

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### Links to useful evaluation web resources

These websites offer a wide range of evaluation resources – not only focusing on outcome evaluation, but also on other evaluation types and activities (e.g., needs assessment, programme theory, process evaluation). While some focus on parenting and/or violence prevention, others focus on prevention programming more broadly.

- **Centers for Disease Control and Prevention (CDC), Office of the Associate Director for Program – Program Evaluation.** (<http://www.cdc.gov/eval/framework/index.htm>)

This website includes a range of CDC evaluation documents as well as links to an extensive selection of resources.

- **CDC, Understanding Evidence.** (<http://vetoviolence.cdc.gov/evidence/#&panel1-4>)

This interactive website is focused on educating people about the use of evidence-based decision-making in the area of violence prevention.

- **CYFERnet (Children, Youth and Families Education and Research Network).**

(<http://www.cyfernet.org/index.php?c=6#>)

This website provides links to various resources on evaluation, including links to specific outcome measures.

- **FRIENDS National Resource Center for Community-Based Child Abuse Prevention, Evaluation Toolkit.** (<http://friendsnrc.org/evaluation-toolkit>)

This toolkit contains linked components on building an evaluation plan, developing a programme theory, outcomes and indicators, and annotated measurement tools.

- **My M&E.** (<http://www.mymande.org/>)

This website provides a space to share knowledge on monitoring and evaluation systems worldwide. It also identifies good practices and lessons learnt about monitoring and evaluation.

- **National Network of Libraries of Medicine, Outreach Evaluation Resource Centre.**

(<http://nnlm.gov/evaluation/tools/>)

This website contains links to tools and resources related to community-oriented outreach, data collection, evaluation planning, and so forth.

- **Program Development and Evaluation, University of Wisconsin – Extension.**

(<http://www.uwex.edu/ces/pdande/evaluation/>)

The key resources provided on this website include documents on the planning of a programme evaluation, as well as developing a programme theory. The website also includes a range of additional evaluation resources.

- **The Community Toolbox.** (<http://ctb.ku.edu/en/default.aspx>)

This website provides extensive information on evaluation activities and evidence-based approaches.

- **UNICEF, Evaluation and Good Practices.** (<http://www.unicef.org/evaluation/index.php>)

This section of the UNICEF website includes a range of UNICEF documents on evaluation, as well as links to external evaluation resources.

## Examples of Evaluation Guides

These are a few examples of evaluation guides that may be useful when thinking through the evaluation process. Additional guides can be found by searching the web resources mentioned above.

- **Evaluability Assessment: Examining the Readiness of a Program for Evaluation, Juvenile Justice Evaluation Center.**

(<http://www.jrsa.org/pubs/juv-justice/evaluability-assessment.pdf>)

This document focuses on how to determine whether a programme is ready for evaluation through conducting evaluability assessment.

- **Jones LJ. Guidelines for programs seeking funding in the new evidence-based culture: defining program theory, specifying outcomes, and planning for evaluation. Durham, NH, Crimes Against Children Research Center [in press].**

[URL not yet available](#)

This document explains the importance of programmes being evidence-based and provides clear guidance on how to define programme theory, specify outcomes and plan for evaluation.

- **Getting To Outcomes™ 2004: Promoting Accountability Through Methods and Tools for Planning, Implementation, and Evaluation, RAND Corporation.**

[http://www.rand.org/pubs/technical\\_reports/TR101.html](http://www.rand.org/pubs/technical_reports/TR101.html)

This document describes a ten-step process to strengthen practitioners' prevention skills while empowering them to plan, implement and evaluate their programmes.

- **Test, Learn, Adapt: Developing Public Policy with Randomised Controlled Trials, Cabinet Office Behavioural Insights Team.**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/62529/TLA-1906126.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/62529/TLA-1906126.pdf)

This document describes the important role that randomised controlled trials can play in informing public policy. It also outlines nine key steps that should be followed when conducting randomised controlled trials.

- **W.K. Kellogg Foundation Evaluation Handbook, W.K. Kellogg Foundation.**

<http://www.wkkf.org/knowledge-center/resources/2010/w-k-kellogg-foundation-evaluation-handbook.aspx>

This document includes a step-by-step description of the various stages in an evaluation, from the planning phase to the utilisation phase.

## Links to useful articles

Here are links to examples of useful articles on the following:

- Components of effective programmes
- Reviews of the evidence on parenting programmes
- **Components of effective programmes**
  - Kaminski JW et al. A meta-analytic review of components associated with parent training program effectiveness. *Journal of Abnormal Child Psychology*, 2008, 36: 567–589.  
(<http://www.ncbi.nlm.nih.gov/pubmed/18205039>)
  - Nation M et al. What works in prevention: Principles of effective prevention programs. *American Psychologist*, 2003, 58: 449–456.  
(<http://www.ncbi.nlm.nih.gov/pubmed/12971191>)
  - MacLeod J, Nelson G. Programs for the promotion of family wellness and the prevention of child maltreatment: A meta-analytic review. *Child Abuse and Neglect*, 2000, 24: 1127-1149.  
(<http://www.ncbi.nlm.nih.gov/pubmed/11057701>)
  - Moran P, Ghate D, van der Merwe A. *What works in parenting support?: A review of the international evidence*. London, UK, Department for Education and Skills, 2004.  
(<http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eOrderingDownload/RR574.pdf.pdf>)
- **Reviews of the evidence on parenting programmes**
  - Knerr W, Gardner F, Cluver L. Improving positive parenting skills and reducing harsh and abusive parenting in low- and middle-income countries: a systematic review. *Prevention Science*, 2013, DOI: 10.1007/s11121-012-0314-1.  
(<http://www.ncbi.nlm.nih.gov/pubmed/23315023>)

- MacMillan HL et al. Interventions to prevent child maltreatment and associated impairment. *Lancet*, 2008, 373: 250-266.  
([http://www.thelancet.com/journals/lancet/article/PIIS0140-6736\(08\)61708-0/abstract](http://www.thelancet.com/journals/lancet/article/PIIS0140-6736(08)61708-0/abstract))
- Mikton C, Butchart A. Child maltreatment prevention: A systematic review of reviews. *Bulletin of the World Health Organization*, 2009, 87: 353–361.  
([http://www.scielo.org/scielo.php?pid=S0042-96862009000500012&script=sci\\_arttext](http://www.scielo.org/scielo.php?pid=S0042-96862009000500012&script=sci_arttext))
- Olds DL, Sadler L, Kitzman H. Programs for parents of infant and toddlers: Recent evidence from randomized trials. *Journal of Child Psychology and Psychiatry*, 2007, 48: 355-391.  
(<http://www.ncbi.nlm.nih.gov/pubmed/17355402>)

### List of evaluators in the area of parenting programmes and/or violence prevention

Below are the names of individuals who have expertise in the fields of evaluation as well as parenting programmes and/or violence prevention. These individuals may be prepared to consult either in person and/or electronically.

- **Name: Barth, Richard P.**

**Affiliation:** University of Maryland, MD, USA

**Email:** [RBARTH@ssw.umaryland.edu](mailto:RBARTH@ssw.umaryland.edu)

**Regions/countries:** Eastern Europe, Vietnam, South Africa, South and Central America

**Bio:** Dr Barth is Dean, School of Social Work, University of Maryland and an active programme developer and scholar in the areas of children's services, parent training, evidence-based practice and evaluation. He has previously served as a chaired professor at the University of North Carolina and the University of California at Berkeley. His first book, *Social and Cognitive Treatment of Children and Adolescence*, focused on parent-mediated interventions that trained parents to deliver treatment interventions. He has developed and evaluated a paraprofessional home visiting programme in California in the 1980s. As part of a NIH-funded study on child and adolescent mental health services in child welfare he wrote a seminal review of the parent training literature in the mid-2000s. He is now completing a study on the common components of parent training programmes for children 0 to 3 and, also, 4 to 8. This work is in conjunction with a larger project on implementing common elements of evidence-based practice as a complement to manualised parent training

programmes. He has also evaluated many programmes—he is now developing and evaluating a programme entitled “Parent University” which provides group-based, interactive instruction on helping low-income parents to be more responsive and effective parents of their young children. He has also evaluated programmes to help foster parents communicate effectively about reproductive health with their foster youth and the impact of parental drug treatment on subsequent child maltreatment, among other evaluation efforts. He has experience with randomised clinical trials and using propensity score matching to minimize the effects of selection bias in quasi-experimental designs. He is the winner of the Peter Forsythe Leadership Award from the American Public Human Services Association, the Distinguished Lifetime Achievement Award from the Society for Social Work and Research, The Flynn Prize from USC, and the Presidential Award for Excellence for Research from the National Association of Social Workers. He has served as a Fulbright Scholar to Sweden and Australia. He has recently been announced as the North American Council on Adoptions *Friend of Children* Annual Award. He is a Fellow and the inaugural President of the American Academy of Social Work and Social Welfare.

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- **Name:** Berry, Tiffany

**Affiliation:** Claremont Evaluation Center, Claremont Graduate University, CA, USA

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**Regions/countries:** All regions/countries

**Bio:** Dr Berry is a Research Associate Professor at Claremont Graduate University (CGU) and practicing educational evaluator at the Claremont Evaluation Center. She specializes in conducting developmentally sensitive programme evaluations that are responsive to the contextual variables (e.g., low-income, language barriers) influencing programme outcomes. She is particularly interested in working with programmes that intend to improve family functioning optimal development for at-risk children and their parents. She has consulted with First 5 Los Angeles and the Los Angeles County Office of Education to help them evaluate early childhood education (ECE) programmes, teacher professional development, and ECE workforce issues. For six years, she also was the lead evaluator for several Even Start Programs, a multigenerational family literacy programme. In addition, she has designed and led evaluations of afterschool programmes, college readiness programmes, and K-12 educational curricula. Her approach to evaluation is flexible, as evidenced by employing a range of quantitative and qualitative evaluation designs (e.g., randomized control trials, case studies, quasi-experimental designs, non-experimental, programme monitoring) and tools (surveys, observations, focus groups, interviews, etc.) which are adapted depending on the evaluation questions key stakeholders hope to answer. She is committed to evaluations that simultaneously satisfy accountability requirements while fuelling programme improvement so that organizations achieve the maximum results from their programmatic endeavours. In addition to her evaluation activities, Dr Berry also regularly teaches courses at CGU on evaluation practice and how to evaluate programmes geared towards at-risk youth.

- **Name: Concha-Eastman, Alberto**

**Affiliation:** Violence Prevention Advisor for the Mayor of Cali, Colombia

**Email:** [alberto.conchaeastman@gmail.com](mailto:alberto.conchaeastman@gmail.com)

**Regions/countries:** Latin America and the Caribbean, Africa, UK

**Bio:** Dr Concha-Eastman qualified as a Doctor of Medicine and Surgery in 1970. He then received a Masters in Epidemiology in 1986. Both of these degrees were awarded by the Universidad del Valle, Cali, Colombia. In 1989 he received a Master of Science from the London School of Hygiene and Tropical Medicine. He was a visiting scholar at the David Rockefeller Center for Latin American Studies in Harvard University in 1997. He was the Secretary of Health for Cali from 1992 to 1993 and the Secretary for Special programmes for Cali from 1993 to 1994. Later, from 1998 to 2009 he became the Senior Regional Advisor for Violence and Injury Prevention and Human Security at PAHO/WHO in Washington, DC. Dr Concha-Eastman has published widely in the areas of violence prevention, information systems, advocacy and research.

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- **Name: Jenney, Angelique**

**Affiliation:** Child Development Institute and the University of Toronto, Toronto, Canada

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**Regions/countries:** All regions/countries

**Bio:** Dr Jenney is the Director of Family Violence Services for Child Development Institute, a multi-service child and family agency in Toronto. She also holds an Assistant Professor (Status-Only) position at the University of Toronto and is a sessional course instructor. Dr Jenney has over 16 years experience in intervention and prevention services within the violence against women, and children's mental health services. Dr Jenney's research and programme development has been devoted to understanding and responding to the impact of violence in families. Her research and practice interests include: family-based interventions for childhood trauma; child protection responses to family violence cases; the experience of mothering in the context of violence/trauma; and reflective approaches to teaching and training social work students. She regularly promotes knowledge translation and exchange through her international consulting work, invited speaking engagements, community-based workshops and conference presentations.

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- **Name: Melissa Jonson-Reid**

**Affiliation:** Center for Violence and Injury Prevention, Washington University, MO, USA

**Email:** [jonsonrd@wustl.edu](mailto:jonsonrd@wustl.edu)

**Regions/countries:** All regions/countries

**Bio:** Dr Jonson-Reid is Professor of Social Work at the Brown School of Social Work at Washington University in St. Louis. She is currently director of the CDC-funded Brown Center for Violence and Injury Prevention which focuses on prevention and intervention in areas of child maltreatment, intimate partner violence, sexual violence and suicide. Dr Jonson-Reid studies outcomes associated with child abuse and neglect and poverty, as well as the effectiveness of innovations within existing agencies to prevent child abuse. She is particularly interested in the potential of policy and public funded services to moderate the relationship between child maltreatment and later educational, health, and socio-behavioural outcomes. She is the author of over seventy peer-reviewed publications and several book chapters/books.

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- **Name: Klein, Sacha**

**Affiliation:** Michigan State University, MI, USA

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**Regions/countries:** All regions/countries

**Bio:** Dr Klein is an Assistant Professor at the Michigan State University's School of Social Work. Her research interests include child welfare services, maltreatment of infants and toddlers, application of geographic information systems and spatial analysis to understanding social problems, racial disparities in the US child welfare system and evaluation of early intervention and school readiness programmes. She has presented and published widely in these areas.

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- **Name: McLaren Lachman, Jamie**

**Affiliation:** University of Oxford, Oxford, UK

**Email:** [Jamie.lachman@gmail.com](mailto:Jamie.lachman@gmail.com)

**Regions/countries:** Sub-Saharan Africa

**Bio:** Jamie McLaren Lachman has over 15 years experience implementing theatre-based interventions for children and their caregivers in areas of crisis throughout sub-Saharan Africa. As director and founder of Clowns Without Borders South Africa, he has consulted on and developed community-based programmes in



partnership with various local and international NGOs in South Africa, Swaziland, Lesotho, Kenya, Rwanda, Burundi, Haiti, Ethiopia, and Lebanon. He is a graduate of University of Oxford (MSc with distinction), Yale University (BA with distinction), and the Dell'Arte International School for Physical Theatre. He is also a trained facilitator of Mindfulness-Based Cognitive Therapy, gender sensitivity, child psychosocial support, and youth empowerment. He has given lectures and facilitated theatre workshops at Yale University, the University of Witwatersrand, Rhodes University, the University of Cape Town, and the University of KwaZulu-Natal, and the University of Oxford. He has lectured and facilitated theatre workshops at Yale University, the University of Witwatersrand, Rhodes University, the University of Cape Town, the University of Zimbabwe, and the University of KwaZulu-Natal. He was also part of the Traphagen Distinguished Alumni Speaker Series at Yale University. He was recently honored a Clarendon Scholarship to continue his studies at the University of Oxford for a DPhil in Social Intervention. His research examines the development and evaluation of a community-driven, family-based parenting programme for AIDS-affected families in South Africa. He is a representative to the UN Women Regional Creative Artist Advisory Council to the UNITE Campaign to End Violence Against Women. He is the Project Manager and co-Investigator for the Sinovuyo Caring Families Project – the development and randomised controlled trial of a parenting intervention to reduce the risk of child maltreatment and improve child behaviour in isiXhosa families in Cape Town, South Africa.

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- **Name: Pocock, Robin**

**Affiliation:** Independent M&E contractor, Cape Town, South Africa

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**Regions/countries:** South Africa

**Bio:** Robin Pocock completed her Masters in Monitoring and Evaluation through the University of Cape Town in 2009. Her dissertation consisted of an evaluation of a parenting programme with at-risk mothers. She has since worked primarily in the monitoring and evaluation of school and adult education programmes. She has experience in data collection, quantitative and qualitative data analysis, evaluation report writing and logic modelling and has worked with donors and NGOs in the education sector.

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- **Name: Shook Slack, Kristen**

**Affiliation:** University of Wisconsin-Madison, WI, USA

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**Regions/countries:** All regions/countries

**Bio:** Dr Shook Slack is a Professor of Social Work at the University of Wisconsin-Madison. She has over 20 years of experience in child maltreatment research. Her primary line of research focuses on identifying risk

and protective factors for maltreatment and child protective services events. She has co-developed several large-scale surveys focused on populations at-risk for maltreatment, and has been involved with the design, implementation, and evaluation of multiple child maltreatment prevention programmes in the USA.

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- **Name: Shlonsky, Aron**

**Affiliation:** University of Melbourne, Melbourne, Australia; University of Toronto, Toronto, Canada

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**Regions/countries:** South Pacific, Asia, Caribbean, South America

**Bio:** Dr Shlonsky is the incoming Professor of Evidence Informed Practice at University of Melbourne Department of Social Work beginning in July 2013 and he is currently Associate Professor and Factor-Inwentash Chair in Child Welfare at the University of Toronto Faculty of Social Work, director of the U of T PhD Programme, and Scientific Director of the Ontario Child Abuse and Neglect Data System (OCANDS). After graduating from UC Berkeley with a doctorate in social welfare and a master's degree in public health, Shlonsky was an Assistant Professor at Columbia University School of Social Work. Prior to his academic career, he spent a number of years as a child protective services worker and substance abuse counsellor in Los Angeles. His professional interests centre largely on child welfare the use of evidence in practice and he has authored and co-authored numerous books and peer-reviewed articles highlighting the use of actuarial tools in child welfare settings, the predictors and effects of sibling separation in foster care, issues surrounding kinship foster care, and the teaching and implementation of evidence-informed practice.

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- **Name: Swart, Lu-Anne**

**Affiliation:** University of South Africa, Pretoria, South Africa

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**Regions/countries:** Africa

**Bio:** Lu-Anne Swart is a researcher at the University of South Africa's Institute for Social and Health Sciences (ISHS). She has a Masters degree in Research Psychology and is currently doing a doctorate at the University of South Africa. Some of her research work at the ISHS has focused on community volunteerism in safety promotion and home visitation for the prevention of child injuries in low-income contexts. She has co-authored articles on the evaluation of a paraprofessional home visitation programme to prevent childhood unintentional injuries and the training and selection of paraprofessional home visitors for childhood injury prevention in low-income neighbourhoods.

## Evaluation Agencies and Organisations

These are a few examples of evaluations agencies and organisations. They may provide consulting services or may be able to make referrals to other consultants.

- **International Initiative on Impact Evaluation (3ie), International**

**Website:** <http://www.3ieimpact.org/>

**Email:** [3ieus@3ieimpact.org](mailto:3ieus@3ieimpact.org)

**General information:** 3ie funds impact evaluations and systematic reviews that generate high quality evidence on what works in development and why. Evidence on development effectiveness can inform policy and improve the lives of poor people. Their impact evaluations and review are from developing countries all over the world.

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- **International Organization for Cooperation in Evaluation (IOCE)**

**Website:** <http://www.ioce.net/en/contact.php>

**Email:** [lynn@megram.com](mailto:lynn@megram.com)

**General information:** The IOCE is an international partnership of evaluation associations. It provides leadership in evaluation through encouraging demand for evaluation, as well as supporting organisational capacity for evaluation associations. The IOCE facilitates the global sharing of evaluation ideas, promotes good governance of evaluation associations, and strongly stands for the recognition of the value and contributions of evaluation to improve people's lives.

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- **Psychosocial Support and Children's Rights and Resource Center (PSTCRR), Phillipines**

**Website:** [pstcrrc.org](http://pstcrrc.org)

**Email:** [pstcrrc@gmail.com](mailto:pstcrrc@gmail.com)

**General information:** The PSTCRR was established in 2006 to fill the gap for a resource centre on psychosocial support, childhood and children's rights in South East Asia). PSTCRR traces its beginnings to the Psychosocial Trauma and Human Rights Programme of the University of the Philippines' Center for Integrative and Development Studies, a programme established in 1993 to mainstream human rights, childrens' rights, and psychosocial concerns in the academe.

PSTCRRRC engages in research, documentation, publication, capacity building, education, and advocacy. It also engages in monitoring and evaluation of child-focused programmes and projects, and responds to psychosocial needs resulting from armed conflict and disasters. When doing capacity building on the psychosocial care of children and their families, PSTCRRRC promotes a psychosocial approach that recognizes and strengthens local resilience and capacities, in place of pathology- or “trauma”-based models of service delivery. PSTCRRRC helps build people’s capacities to facilitate psychosocial recovery from social violence, natural disasters and armed conflicts and strengthen communities’ capacity to face challenges in the future.

The PSTCRRRC is composed of professionals who have extensive experience in capacity building and research. It counts among its staff experts on qualitative and quantitative research methods, children’s issues, psychosocial support, community organizing and development, and creative (theater arts) training methodologies. PSTCRRRC works with communities, local NGOs, international NGOs, international development agencies, and government agencies in various networks on disaster response, advocacy, research, and documentation.

PSTCRRRC has implemented projects with UNICEF, ILO-IPEC, Plan Philippines, World Vision, Philippine Coalition to Protect Children Involved in Armed Conflict, Notre Dame University (Cotabato City), Balay Integrated Rehabilitation Center for Total Human Development (Iligan-City), CIDA, British Embassy, Anti-Slavery International (London), and Oak Foundation, among others.

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