



Measuring the Effectiveness of Parenting Support Circles - for Grandparents / Kin and Parents Raising Children

June 2018



**Parent Support Services
Society of BC**

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Organization and Program Overview

For almost 45 years *Parent Support Services Society of BC* (PSS) has worked to protect the safety and wellbeing of children and promote the health of all families by partnering with those in a parenting role and their communities to build support, advocacy, education, research and resources.

PSS' flagship program works with families to develop healthy parenting strategies through cost effective safe, non-judgmental community based peer Support Circles for parents and others in a parenting role. PSS values are rooted in social justice, community development and capacity building. In these Support Circles participants learn from one another; share challenges, parenting strategies, information and resources and build social support networks. These peer-to-peer parenting Support Circles foster the development of healthy relationships with children in their care. In the process, we work to create resilient, healthy and caring children, youth and families.

PSS believes that all parents and those in a parenting role need support, and have the innate capacity to parent. We reach out to specific vulnerable populations of families: Grandparent Raising Grandchildren (GRG)/ Kinship Caregivers, those with children and youth who have behavioural challenges/mental health issues, LGBTQI2-S, Indigenous families and Language Specific Newcomer Circles. These families are disproportionately susceptible to poverty and isolation. At any given time we have 35-50 unique Support Circles operating weekly, bi-weekly or monthly around the province. Today approximately 1/3 of the Support Circles are tailored for Grandparent or other Caregivers raising a relative's child.

Traditionally our families have been supported by conventional, expert led programs, where they are told what support they need. They may be advised to attend parenting classes. Our program provides a parallel stream of support.

Our Support Circles program (with well-trained and supported volunteer facilitators) creates community building and inclusion opportunities for parents, children of all ages and backgrounds including children being raised by their grandparents and other kin. We work to ensure our program is accessible and that our participants can attend without distraction. Therefore our Support Circles are free of charge and we provide child-minding services, snacks, and transportation subsidies.

We provide support that enables diverse families to access and navigate resources and information. Our Support Circle program creates networks that assist children to develop to their full potential. We connect families with other community services including wrap-around services, early child development, and youth programs that can support the development of healthy children and families. Our holistic, preventative strategy, connects families with each other, decreases their isolation, and improves upstream intervention.

We also offer expert led parenting educational workshops, and Canada's only Support Line for kinship caregivers to help them navigate complex legal, social and financial systems as they take on responsibility for a relatives' child.

Evaluation Methodology

The goal of our evaluation was to identify what kind and what quality of impact *Parent Support Services Society* is having through our Support Circle programs. From November 2017-June 2018, we:

- developed and refined our ideas of intended impact and indicators,
- designed and implemented both qualitative and quantitative means to collect and analyze data, and

- identified findings and considered the implications to those findings for program adjustments and modifications.

This project began with a focus on the work of identifying and clarifying the intended impact of our Support Circle programs. Once the ideas had been developed, and indicators had been identified, we then designed a questionnaire to collect data about quantitative measures and a qualitative interview protocol to collect qualitative data. These data were analyzed. Themes were identified and then translated into findings. From the findings, we developed program responses and communiques.

Qualitative Data and Analysis

For the qualitative portion of the evaluation, we conducted in depth interviews with Circle participants. Respondents' described changes in their behavior resulting from their participation in our Support Circles. We identified a sample of subjects using a purposeful stratified technique to select a representation of the population we served. During the fiscal year ending March 31, 2018, our programs served 935 parents and caregivers. Some attended only once or twice, many attended regularly for several weeks, and others attended regularly and then became volunteer leaders for the program. Some of our Circles have been in operation for over 20 years while others are just forming. Circles ebb and flow based on expressed needs in community. We currently have 44 unique Support Circles that meet one-to-four times/month. Attendance at group meetings ranges from one or two to more than a dozen participants each.

Our sample size was 29 and we drew our sample from the following strata of our population:

- Length of Stay in the Support Circle (Less than 6 months, More than 6 months)
- Relationship to the Children (Parent, Grandparent Raising Grandchildren, Relative Raising Child)
- Populations Group (Canadian born, Newcomer less than 3 years; Newcomer more than 3 years, Indigenous)

We trained additional staff to carry out qualitative interviews. Seven staff conducted one-on-one interviews lasting between 45 minutes and one hour in length. Data were collected and we applied a four-step model of textual analysis to each of the interviews. This process allowed us to interpret the meaning and significance of the interview data. We then examined the overarching themes that emerged from the full scope of our data analysis to highlight the primary insights and discoveries.

Quantitative Data and Analysis

For the quantitative portion of the evaluation, we designed a questionnaire to collect data on our quantitative indicators of impact. We sent off the instrument to parents/caregivers through email

and through hard copy Circle facilitator dissemination. We had numerous bounce backs as families have closed email accounts or moved to other jurisdictions. We had 57 surveys returned but eliminated 8 due to improper completion. The data were analyzed primarily using measures of central tendency.

Findings and Responses

Surprising Findings

Our evaluation produced findings which capture the primary discoveries from the data. Our data revealed a pattern and theme concerning the benefits of communication skill building and resource sharing rooted in safe relationships within the Support Circles.

The most surprising learning was discovered not through the interviews and surveys but through the response and process of collecting our quantitative data. What emerged? Although trust is forged through participation and relationships within each Support Circle that trust does not automatically translate into trust with the larger organization of *Parent Support Services Society*. Paid PSS staff were the ones who conducted all qualitative interviews. Our frontline volunteer Circle facilitators are the ones who normally interact with the Circle participants. It is these volunteers that ensure that a circle of trust and confidentiality is formed for effective parenting support, not the paid PSS staff.

Challenges with the Survey

In some communities, the Support Circle participants were not keen to fill out the quantitative survey forms and our response rate was low. We were surprised by this because we frequently hear from our volunteer facilitators of the connection and positive relationships that form within the Support Circles and imagined that Support Circle participants would be eager to share their positive experiences.

In one particular cultural community, the participants were eager to share during key informant interviews but were reluctant to put anything down in writing, perhaps due to a history of colonization. In addition, we recognize that a fear of having children apprehended, given the nature of the work we do (preventing child abuse by supporting parents and kinship caregivers) may contribute to participants' reluctance to share written information. We have work to do to build trust and relationship with the diverse Support Circles that meet across the province and Parent Support Services of BC.

We also hazarded to guess that for some Circle participants the literacy requirements of filling out a form were too great due to first language or educational barriers. We attempted to modify the instrument so that it was written at a grade 6 reading level. With the nature of the questions this

was not always possible and may still have been too cumbersome for some to complete.

Challenges with Additional-language Participants

Many of our key informant interviewees and quantitative survey respondents spoke English as an additional language. We were able to conduct some of our interviews in Spanish and Filipino language, but other non-English speakers were obligated to carry out the interviews in their second or third language. Due to financial and time constraints, we were unable to transcribe from mother tongue to English from our diverse population base. For the same reason we were also unable to translate the quantitative survey into Spanish, Chinese, Korean, Filipino and relied on the respondent to translate and interpret the questions.

At times we relied on bilingual staff (Spanish and Filipino) to interpret the qualitative protocol. In those cases, interviews were conducted in either the first language of the interviewee (Spanish, Filipino) or in two languages (English and Spanish) between the interviewer and the interviewee. With other interviewees (Mandarin and Cantonese) the interviews were conducted in the second language. At times it was challenging for the person being interviewed to understand the questions or to find the vocabulary to complete their answers. In those few instances, the interviewer took liberties to interpret respondents' gestures and other non-verbal cues.

Some of the responses in our quantitative survey were written in the respondents' first language (Korean). The respondents had someone translate some of their comments into English. It was not possible to verify the accuracy of the translation.

The lack of translation and interpretation may have reduced the number of people willing or able to participate in an interview or complete the survey and the findings may have been misinterpreted by the non-professional translator recruited by the respondent.

Should we have Created and Collected Data in the First language of our Respondents?

We had challenge collecting quantitative surveys relates to the number of cultural and language Support Circles throughout the province. We discovered communicating across different language groups to be difficult with one survey tool. In the future we may consider training first language interviewers to carry out all interviews in the first language and we may consider creating a survey instrument in multiple languages.

Should we have created a Different Survey for our GRG/Kinship Caregiver Families?

We heard from some (not all) of the grandparents raising grandchildren/kinship care respondents that they did not feel the questions were relevant. These particular individuals told us through an interlocutor that the questions were geared for parents who were raising children for the first time

round and did not apply to them as grandparents/kinship caregivers raising a relatives' child(ren). This feedback was not consistent with all grandparents raising grandchildren/kinship care respondents.

We also discarded 8 of these GRG/Kinship Caregiver surveys as it appeared that the respondents did not understand the instructions and only completed one side of our comparative questions (*before joining the Circle [completed]* and not *after joining the Circle [not completed]*). Therefore there was no baseline for comparison.

Additional Educational Resources May be required

We heard from many of the GRG/kinship care families that they are struggling with grief and loss due to substance abuse, death, health issues of the biological parent of the children. We may need to create additional educational workshops and/or resources that offer support/tools for these families

We may have Some Compromised Circle Facilitation Methods in Use in some of our Groups

Through the interview process, PSS staff (all who normally do not attend Circle meetings) learned about the actual facilitation occurring in some of the Circles. In at least one Circle it was revealed that the facilitators were using more of an expert-led approach and less of a participant led one. This was alarming. This reminded us of the need to conduct ongoing and regular check-ins consistently at all levels of our organizations (Circle meetings, with facilitators, at steering committee meetings and with staff) as volunteers are expected to “facilitate” and “not lead” groups.

We are aware that at times facilitators may need to take on a traditional leadership role, however this should never replace the primary *modus operandi* or compromise our beliefs that the parents are able to find the strategies and solutions for effective parenting within themselves and *not* rely on someone else to tell them how to effectively parent.

Lessons Learned to increase Response Rates

We also thought that had we created an online survey, it may have helped us to get a few more surveys completed. It is evident that a multi-pronged approach to getting the survey out, needs to be considered in the future. For those with access to a computer and computer skills, an online survey may have been helpful to ensure a higher response rate. The language used in the survey instrument needs to be accessible and provided in a language level that all the respondents can understand. Otherwise the surveys need to be completed with someone who can transcribe the answers for the respondent.

We know though that providing the surveys by hand at Circle meetings is the most effective way to get surveys out to people. However at times, due to the nature of the conversations during

meetings, having participants complete a survey is inappropriate. Caregivers tell us that they are pressed for time. We should have also taken more time to prepare a protocol for facilitators to read out to their participants and clearer and consistent instructions of how to inform the participants to complete the survey.

Overall Findings

The data from 29 interviews with Support Circle members and 49 surveys captured the impact of our Circle program upon lives of the families with whom we partner. This data includes participants from both our Parent Support Circles and our Grandparent Raising Grandchildren/Kinship Care Support (GRG) Support Circles.

1) Developing friendship (support): Who's in your life raft?

Key insight: Feelings of isolation and negative self-talk of parents and (GRG) kinship caregivers are eroded by friendship and support.

Description: The data consistently demonstrated the strength and positive impact of friendship and support experienced by people who attended Support Circles. Through Support Circle participation, space was shared with others in similar situations who could relate to their lived experiences. The support that the Support Circle participants experienced grew into friendship that some interviewees said extended beyond the Support Circle meetings.

Our research showed that parenting is challenging and at times overwhelming. Sometimes parents feel like they have run out of strategies and ideas. Through attending a Support Circle and listening to other parents and (GRG) kinship caregivers, often new parenting ideas and skills are learned.

Data indicated that offering and receiving support from others attending Support Circle, forges a bond or connection that sometimes translates into deeper friendship with other Support Circle participants. *"Had I not come I would not have the friendship which has been ridiculously special to me!"* a grandparent shared.

This friendship occasionally connects the children and grandchildren of those attending Support Circle. A grandparent said, *"For the kids too. They are in the same boat and have other kids in their lives who are also being raised by their grandparent. Especially in teenage years when they start thinking about that stuff."*

The fact our data reflected the importance of friendship support was not surprising to us. It aligned with what we had already learned, that support experienced through mutual aid model groups is particularly profound because of the posture of friendship. There is no hierarchy and every person is the expert in their own life.

Significance: We learned through the data that friendship support is powerful. That the mutual aid/self-help model positively impacts the lives and relationships of people attending Support Circles.

2) Info Sharing: “I found this to be helpful...”



Key insight: Resources and ideas shared by people attending the Support Circle are a source of empowerment for parents and (GRG) kinship caregivers.

Description: The data demonstrated that the sharing of information and resources within the Support Circle is a significant strength of parents and (GRG) kinship caregivers. During Support Circle time, participants have the opportunity to offer ideas and suggested resources when they have the ok from the parent or (GRG) Kinship caregiver who is sharing their challenge. Exchanging information can be helpful to parents and (GRG) kinship caregivers as observed by a dad attending Support Circle, “If I do offer something, It resonated with me...that’s a great idea...might try this? It might work, might not work. Offer it in a neutral way.”

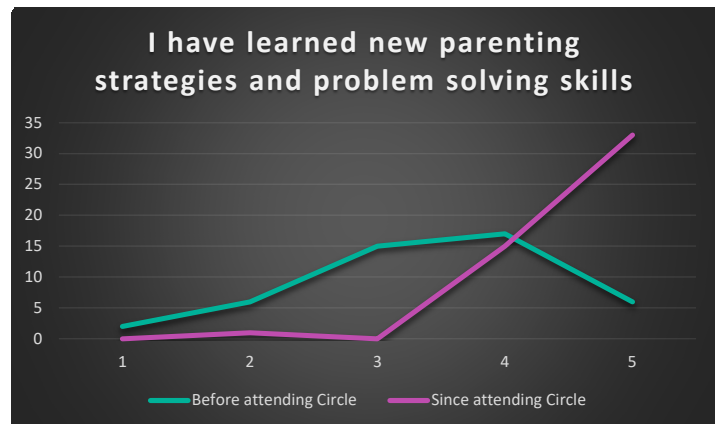
There are occasions when the parents and (GRG) kinship caregivers simply wish to vent. This can allow them to gain clarity by talking out loud to another adult.

Support Circle participants may wish to bring in a speaker to speak about a topic relevant to the Support Circle members. (An example given from a GRG Support Circle participant: information on wills).

Significance: The sharing of information among Support Circle members is an important aspect of connection and community relationships. People trust information and community resource suggestions by others with whom they have a relationship particularly those who understand and can relate to their unique family dynamic. The importance of information sharing emerged most obviously from data relating to GRG Support Circles.

3. Validation: “I am not alone”

Key insight: Meeting other parents and (GRG) kinship caregivers struggling with similar issues validates feelings of frustration and gives participants an opportunity to learn from others and discover that they are not the only one struggling when raising children.



Description: The data validated the importance of the Support Circle itself to its participants.

The findings demonstrated that feelings of frustration and being at “one’s wit’s end” were a common occurrence for all participants. Attending a Support Circle and meeting others in a similar circumstance “helped to validate my feelings” and “made me realize that I was not alone” or that “I was not going crazy.”

The data revealed that identifying a non-judgmental locale where one can feel safe to express one’s frustration and meet other participants to talk about mutual frustrations of parenting is a powerful support for parents and (GRG) kinship caregivers. The opportunity to strategize on ways to resolve problems or find resources is a key way to survive the tumultuous challenges of parenting.

Participants stated that the “group was a lifesaver” and gave them, “the strength to persevere.” By participating in the Support Circle with other parents or (GRG) kinship caregivers, they were reminded about the positive aspects of parenting and the things that were joyful about being a parent/ (GRG) kinship caregiver.

The Support Circle helped them to “see the forest and not just the trees.” (GRG) kinship caregivers also said that the meetings were an opportunity to discover that there were others in much more challenging circumstances and therefore they “felt grateful for what [they] had.”

Support Circle participants also reported how important it was to have social time and conversations with other adults.

“Just knowing that other parents were going through similar challenges made me feel like I was not such a bad parent after all.” “I thought everyone was a supermom and I was just not cut out to be a mother...coming to these meetings made me realize that we are all struggling in some way or another.”

“I also felt that once people really started to trust one another, then we could really share what we

thought....out there in the world people put on these smiley faces like being a mother is so great...you know sometimes I just wish I could go back to my old life...then I am reminded about all those good things about my 2 year old and realize I wouldn't give this up for anything...."

(GRG) kinship caregivers often noted how isolated they felt. While none of them could imagine making a different choice, raising their grandchildren is not without its challenges. Many (GRG) Support Circle participants said that being able to share their experiences with others in a similar situation was what helped them to find the courage to carry on.

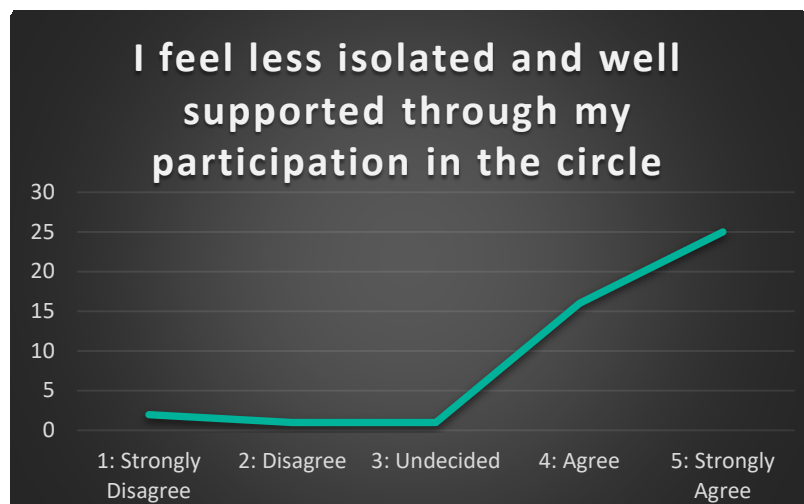
Significance: To be the best parent or (GRG) kinship caregiver one can be, all who are parenting need to be supported. If we want the children to thrive, we need to ensure that the parents and (GRG) kinship caregivers are supported too. This means finding a safe place where adults can be adults and share their frustrations and joys and know that they are not alone.

**3) Unexpected re-runs:
Parenting the second time
around is much different
than parenting the first time
(GRG):**

Key Insights: Many grandparents raising their grandchildren (GRG) kinship caregivers reported that it was not so much seeking information about parenting techniques that drew them to the Support Circle, it was more of a desire to find out information, about resources for them and for their grandchildren and find a place to belong.

Description: (GRG) kinship caregivers spoke about the challenges that their grandchildren experienced, given disabilities and their adverse childhood experiences. Grandparents were inspired by the successes of their grandchildren, seeing them progress, overcome obstacles, learn and grow, in spite of the sometimes huge challenges were often cited. That was the fuel that kept them going even in the darkest times.

The data showed that (GRG) kinship caregivers came to Support Circle not to gain new parenting skills and strategies but to build upon their parenting knowledge and transform parenting skills to fit a particular grandchild. For example one grandparent shared, "I don't know that I learned any new skills. Maybe different ways of handling things." Another grandparent shared what attending



Support Circle meant to them,” The opportunity to speak to (GRG) kinship caregivers who have been there and done that. Meeting people I met—that was huge! Just knowing that you are not alone. People just listen when you just talk. Not to get an answer. You just talk.”

Reflected in the data was the grandparents’ hope that their own health and wellbeing will be sufficient to see their grandchildren successfully launched in to their own independent lives.

Significance: We learned the importance of having Support Circles specifically for grandparents who are raising their grandchildren because the caregiving relationship is so different from a parent and child relationship. A greater need to be listened to and supported by other grandparents who are raising their grandchildren emerged from the data.

4) Frustration Navigating Systems: The blind leading the blind

Key Insights: The systems and structures are complicated for families to navigate, particularly grandparents raising their grandchildren.

Description: The data revealed that many people are frustrated by the systems and structures that they believe should exist to help and support them in their parenting responsibilities. Many participants expressed frustration with the Ministry for Children and Family Development relating to “outdated rules, lack of timely communication, little or no guidance and high worker turnover.”

Significance: We are challenged by this finding and how the Parent Support Services Society of BC (PSS) might best partner and advocate for families as they navigate the systems and structures to provide support. A powerful response has been the (PSS) GRG/Kinship Caregiver Support and Information Line.

5) Reflective Listening: Open your ears, change your heart

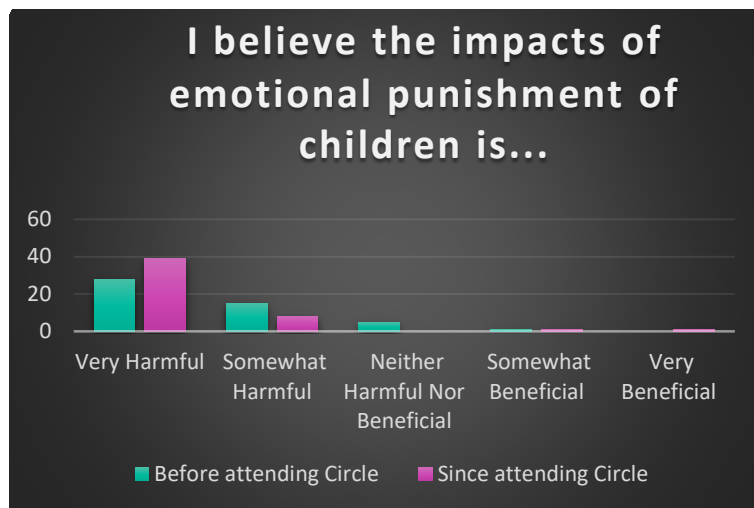
Key Insights: In the Support Circle, parents/ (GRG) kinship caregivers and facilitators model empathic and reflective listening. Using this skill allows the parents/(GRG) kinship caregivers to practice processing the information they hear from their children, calming themselves down before responding, understanding where their children are coming from, their children’s non-verbal actions, and the message they are trying to convey beyond words and in organizing their thoughts.

Description: The data from interviews with Support Circle participants across BC (parents and (GRG) kinship caregivers) revealed that reflective listening is a very important skill and tool that they have acquired through the Support Circle. The parents/(GRG) kinship caregivers have reflected back on the listening skills they had before attending the program and were so proud of the changes they have seen in themselves and how it contributed positively to improving their

interactions and relationships with their children.

One grandparent said she has learned the skill of “caring confrontation,” which she described as dealing with an issue in a nurturing and respectful way and without judgment.

A parent gave an example on how essential it is to listen to his body, emotions, beliefs, values and power position when engaging with his children. This approach has helped him in having a non-threatening communication between him & his kids. His kids feel safer in expressing themselves, which results in creating stronger connection and also stronger bonds.



Another grandparent said that reflective listening also reminds her to look after herself and apply the saying “practice what you preach.”

A single parent said that she had let go of the ineffective communication styles that she was used to before joining the Support Circle. She smiled shyly when sharing that she was brought up not to say anything nor express herself as a child. It was rewarding for her to join

the Support Circle, as she was able to understand what boundaries mean and how to set them. She has realized that children have the right to express themselves and be heard. Being a parent doesn’t mean you have your way. It’s an ongoing learning process practicing active/reflective listening especially as a single parent.

Significance: The Support Circles are a valuable resource for the parents and (GRG) kinship caregivers. In most cases, it is a “lifesaver” to them. They appreciate that it’s built on respect and trust, and supportive of their own pace of learning, growth and empowerment. When issues become too overwhelming, reflective listening helps them to slow down, set their priorities and bring the necessary resources to help address the challenges they are facing. It also reminds them that sometimes you may not have an answer and that is ok and you don’t have to be hard on yourself.

6) Safety: Judgment Free Zone

Key Insights: The Support Circle is a safe place to talk about their parenting issues without being judged or blamed but rather get empathy and support. For parents who are new to the country and/or belong to a collective culture, it's a place where they feel safe sharing information because they know that this will not leave the

Support Circle without their permission, therefore they will not become victims of gossip.

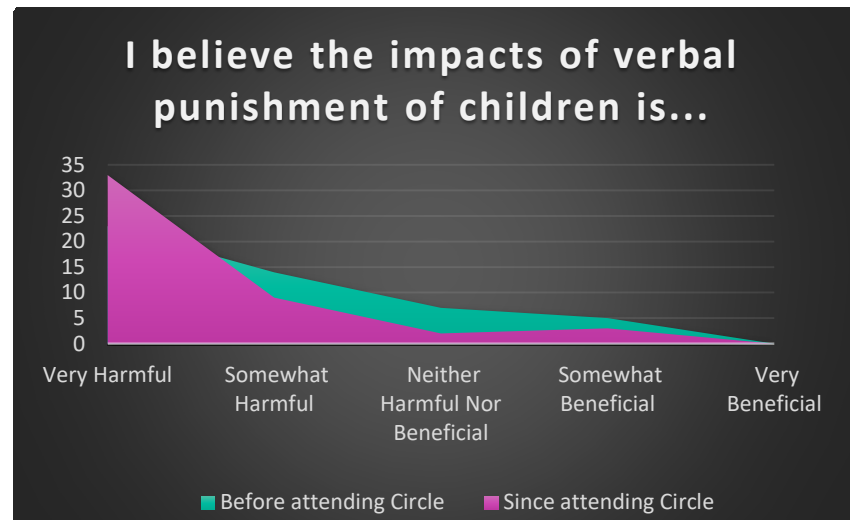
Description: The data revealed that reflective listening is a very important skill and tool that they have acquired through the Support Circle. The parents/(GRG) kinship caregivers have reflected back on the listening skills they had before attending the program and were so proud of the changes they have seen in themselves and how it contributed positively to improving their interactions and relationships with their children/grandchildren.

The data demonstrated that Support Circle participants and facilitators value principles of confidentiality and non-judgmental approach and that they religiously observed them. These principles created utmost trust and safety for all parents/ (GRG) kinship caregivers and volunteer facilitators.

One participant said that it's only in the Support Circle that she found a safe place to share her personal and parenting issues without being blamed and judged for what happened. She shared that there was a time that she was gossiped about by the people whom she trusted in her community for asking for help.

It was validating to hear that the safe and non-judgmental environment in the Support Circle has enabled the participants to find supportive space. The data showed that Support Circle was a place where participants could open up personal issues and reflect on them. Support Circle participants then used this process of learning and growth to improve their skills needed to resolve issues.

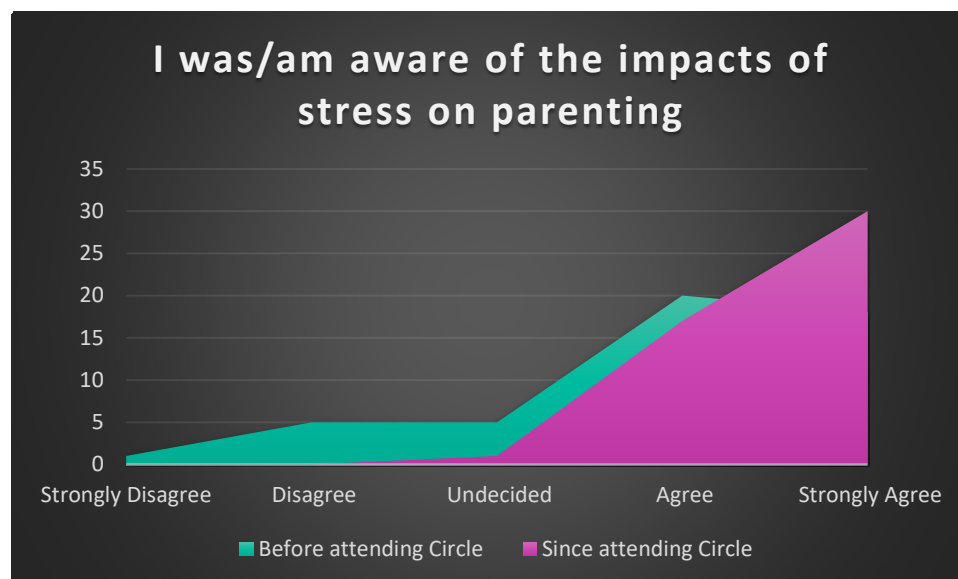
One grandparent said it helps build her self-esteem when she hears feedback from fellow participants telling her she's "doing a great job". The validation by facilitators lets her recognize "she's not alone" and that she's in the right place. She said facilitators play an important role in making the Support Circle a safe place for participants to come.



Another grandparent said that the confidentiality and non-judgmental nature of the Support Circle allows friendships and camaraderie to develop amongst participants. It makes her feel stronger as a (GRG) kinship caregiver and not alone in raising her grandchildren.

One father said that he's a very introverted person and doesn't feel comfortable sharing his thoughts let alone issues and problems. But in the Support Circle, he found a safe haven where he is able to express himself and feels much supported. He feels that sharing his challenges as a parent and newcomer to Canada allows him to release a big load off his shoulder.

Significance: The ability to listen to others and to maintain healthy confidentiality is an important life skill that has positive impacts beyond the Support Circles. Support Circle participants are able to take the skills and tools learned in the Support Circle back to their families. They have increased confidence to practice listening and skills needed to resolve issues because they have experienced the benefits of a safe, non-judgmental space where they felt heard and seen. Providing a safe and trusting environment for parents and (GRG) kinship caregivers builds adult resiliency which could model resiliency for the children and youth they are raising.



7) Balancing Values and Cultures: New approaches for a new generation

Key Insights: Parents and (GRG) kinship caregivers find themselves balancing cross-culture and values in childraising. (GRG) kinship care givers who are parenting the second time around have to brush up their skills and learn new parenting strategies, which may be different from those in their generation. Newcomer parents have to unlearn some parenting styles that are typical in their home country and learn new ways that are acceptable for Canadian standards and are in-line with child protection legislation. Canadian born and raised parents are coping with isolation and limited resources due to the absence of two-parent households and extended family support networks.

People find it more difficult to believe that *it takes a village to raise a child* as those parenting are experiencing parenting struggles exacerbated by the scarcity of support and resources.

Description: Data from (GRG) kinship caregivers indicated that parenting again after many years left a parenting information gap. One grandparent said she has embraced parenting this “new generation” and that she is not afraid to ask for assistance which helps her build connections with other (GRG) kinship care givers, exchange strategies, support and information. As a (GRG) kinship care giver, she sees herself as an important teacher of life skills to her grandchild.

Data also revealed that societal biases can lead to age discrimination when it comes to raising a grandchild.

The data from Indigenous members reflected their high value on cultural connections and teaching, which help build confidence, sense of belonging and livelihood.

Both Indigenous and Asian participants articulated that respect for elders is an important value to instill in the children.

Data demonstrated a belief in the importance of finding balance between two cultures (Canadian and from an original home country) and also a balance between valuing the wisdom of the older generation embracing a new generation’s culture.

Significance: Parents and (GRG) kinship caregivers believe that parenting is always changing and evolving. They struggle to merge two cultures by letting go of a culture that may be seen as no longer relevant and embracing ones that are responsive to the growing needs of their family and the society.

8) Complex Trauma in Kinship Families: “There are multiple factors affecting the dynamics in (GRG) kinship families”

Key Insights: These (GRG) kinship care families are complex. The traumas affecting these families affect the children, the parents and the (GRG) kinship caregivers. The trauma is both acute and chronic and must be addressed by multiple means. The symptoms of the adverse childhood experiences of the youngest members of these families are a reflection of the troubles within the larger multi-generations of the family. These unique families need more supports at all generational levels in order for the children to build resiliency and be the best future adults that they can be.

Description: The data showed that (GRG) kinship families struggle with the usual challenges of all families but also have other complex challenges on top of normal parenting issues. Not only do

these families have to deal with the usual things that happen when parenting children, they also have to deal with the guilt, grief and isolation of parenting a relatives' child when the real parent is unable or unwilling to care for them. Breaking Isolation is essential for these families as they can feel safe and express their (often) shame, remorse and guilt with (GRG) kinship caregivers dealing with similar circumstances.

(GRG) kinship caregivers often expressed deep sadness for what was not: "I thought my daughter would get better." "I did not know where this was going to take me, I only knew that I had to take care of those babies." "Those are my grandchildren...but they are not really my grandchildren, they are my kids ..." "I did not realize that these grandchildren would be different from my other grandchildren and my other grandchildren would feel a bit resentful...I had no idea..." "...and then the other grandparents won't even talk to me and they won't let me see my grandchildren...they are my grandchildren too."

(GRG) kinship caregivers also shared how important it was to meet with other caregivers to learn about financial, legal and social supports that were available. "I knew my rights; others in the circle were unaware of them...it was important that I told them how I had gotten supported." "We are treated badly by the Ministry and they should be paying us." "I had no idea how much trouble I would be in when I took guardianship of my daughter's children."

(GRG) kinship care givers also shared how they had changed their parenting style the second time round: "I'm way more relaxed now." "We don't need to leave the gate running." "I want my grandchildren to feel more relaxed as children than my own kids did...I want them to be happy."

Significance: (GRG) Kinship Care Support Circles are important for (GRG) kinship caregivers to share, learn and vent. The caregivers are also trying to build resilience and trying to overcome adverse experiences themselves. Having a safe place to talk with others who are undergoing similar challenges supports these unique families to break isolation, grieve for their past and ongoing losses, express their fears for the future and lament about the inadequate social safety net. The Support Circle also helps these caregivers prepare for doing the best they can possibly do with the limited supports and resources available to them. It tells us that we need to continue to cherish these heroes and advocate for adequate resources and supports for these unique families whose circumstances make them even more vulnerable and the children in their care at higher risk.



9) Resilience: Found strength I didn't know I had

Key Insight: Support Circles create space for participants to share and name ways of resilience.

Description: We were inspired and encouraged by the research results because the data showed the breadth and depth of small and large successes, learned calming strategies, ways of practicing self-care and setting healthy boundaries that participants shared through the interviews. Data indicated that the Support Circle creates space for participants to share successes both small and significant. Data clearly reflects that both GRG and Parent Support Circles have nurtured resilience.

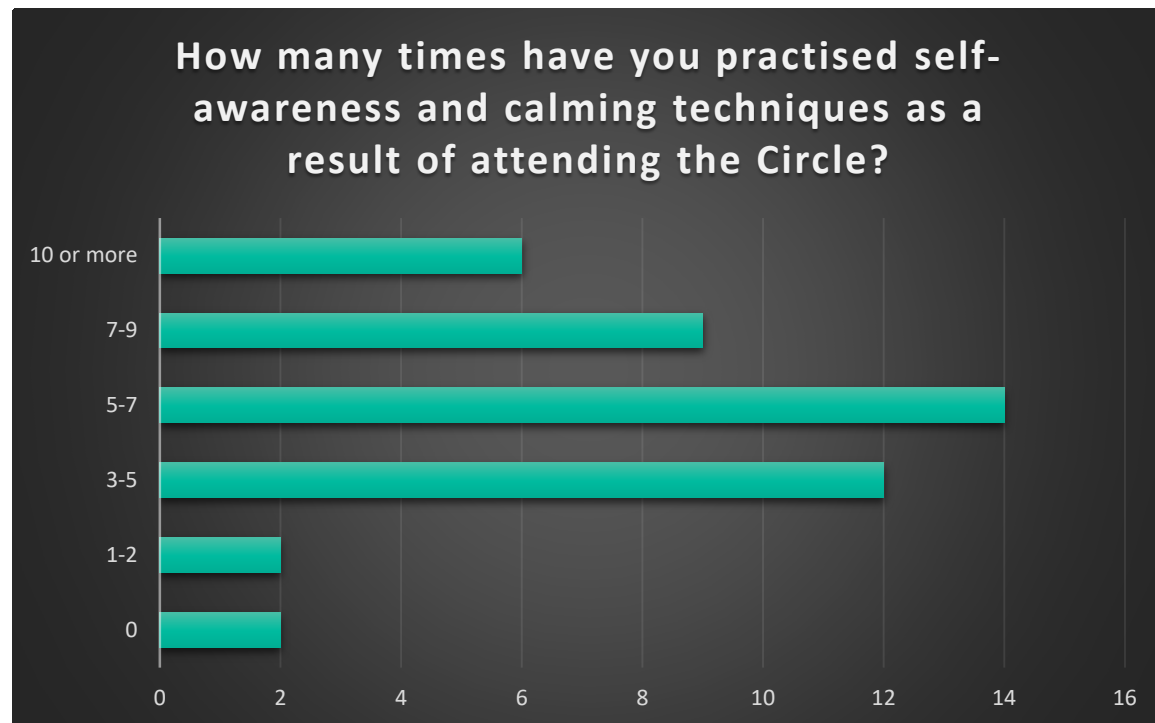
The data captured how many families interviewed are moving through adversity towards hope and developing an optimistic outlook for themselves and the children they are raising. Self-care techniques such as breathing, mindfulness, exercise, art and creativity, yoga and listening to calming music are used by caregivers to build and maintain resilience.

One person interviewed said that, as a result of the program, they were able to embrace new family structure and co-parenting after separation. They said they were now able to relate to family members in a healthy way amidst changes in family dynamic and living arrangements.

Examples and evidence of resilience consistently emerged from our data. One parent who has moved through years of crisis said, "As parents we are in a never ending cycle of learning and support. Moving forward. Being grateful. Appreciating one another in all of our diversity."

Both parents and (GRG) kinship caregivers said they were better able to cope. "Before I felt like I couldn't do the job of parenting. I felt stuck. The Support Circle opened up new ways to being a family together. Positive ways. I feel I am a happier parent. I want to parent again. Before I thought, 'Do I give up?' I was exhausted and 20 lbs. lighter. There are still days that I don't know what to do but I am learning. I feel I am coping better." Data reflected the empowerment and growth of the diverse parents and (GRG) kinship caregivers in the Support Circle Program.

Significance: Resilience is to move through adversity while holding onto hope and a positive outlook for the future. Parents and (GRG) kinship caregivers interviewed, gave voice and texture to the diverse ways that resilience is found in families. Children who live with Adverse Childhood Experiences (ACEs) benefit significantly from living with a parent or (GRG) kinship caregiver who models resilience. This modeling of resilience supports the child to practice resilience themselves; to shift and recreate the way they make meaning of their place and life-path in the world.



10) Relinquishing Control: Dictator to democrat

Key Insight: Learning to loosen one's grip on the many environments pertaining to parenting, results in better relationships and ways of communicating with children.

Description: We were most surprised by the emergence of the role and shape of control in the parenting context as found in our data. We would not have predicted the measure and pursuit of parental/grandparental control in a family context to emerge as significantly it did in the data.

Parents and (GRG) kinship caregivers interviewed talked about the process of giving up control, learning to be heard without raising one's voice. Learning to listen. They described the results of relaxing that grip. One parent said they had learned, "My child is responsible for his actions. Everything isn't directed to you — isn't always your fault. I don't need to fix it."

The data showed that parents chose to relinquish control in an effort to improve their relationship with their children. Sometimes the choice was made simply because of the pure exhaustion that

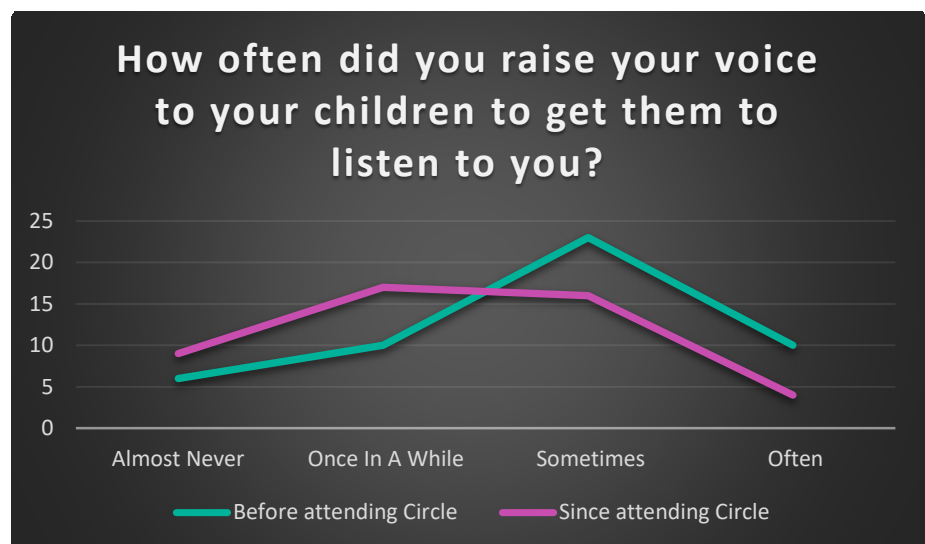
resulted from what was not working. “I would say joining a Support Circle - it can change how you’re reacting to your child’s behaviour and your whole state of mind. It’s more flexible, more stress free to have these situations and know that they are going to happen and how you will deal with them. Adds to your confidence to be a better parent.”

Parents and (GRG) kinship caregivers practiced relinquishing control, finding other forms of communication rather than yelling, in order to create a new space for their child to become more independent and to experience the consequences of their choices and actions. Our research showed that parents/ (GRG) kinship caregivers were “picking their battles”, being strategic in their parenting and communication approach to set boundaries and take time out for themselves. Parents interviewed spoke of responding rather than reacting to their child’s behaviour. A parent said, “Once I started to listen, I started to have good feedback naturally. Giving up my agenda.”

The data reflected that the outcome of relinquishing control over children and teens was the ability to be more present with their children. This fueled greater pleasure and joy in parenting. A parent interviewed said, “The importance of just enjoying your kids. I’ve always known that before. It was so reiterated with everyone. They grow up fast and quick.”

The reflections of a Filipino parent created the title for this section. He shared how his parenting approach shifted from “dictator to democratic style.”

Significance: Trust is foundational in all relationships. When parents and (GRG) kinship caregivers take the following steps – a) exhibit confidence in their child’s ability to manage their choices and action; b) provide unconditional love and support of their child; c) do not force their way onto the child (yelling and stifling the child); and c) give children and teens the space to practice self-growth with room for mistakes and challenges - the parent/ (GRG) kinship caregiver communicates a faith and trust in the child. When (GRG) kinship caregivers and parents relinquish control (age/skill appropriately), trust grows with our children and teens.



Steps Forward

- 1) Develop a province-wide system for parents/(GRG) kinship caregivers to share insights gained by individuals participating in Circles**
 - a) Inquire with each Support Circle about useful formats to share learnings from Support Circles more widely across the province.
 - b) Experiment with suggested formats in communicating patterns and themes emerging from Support Circles that other Circles may find helpful. For example, shifting from “Dictator to democrat.”
 - c) Track emerging themes and patterns that parents (GRG) kinship caregivers identify as useful and relevant to their parenting and create a resource library for volunteer Support Circle facilitators to bring to their Support Circle as desired by participants.
- 2) Create resource kits for (GRG) kinship caregivers that contain regional supports and services appropriate for parenting the second time**
 - a) Parent Support Services Regional Coordinators to create resource kits with pamphlets and resource lists for volunteer Support Circle facilitators to take to each Support Circle meeting.
 - b) Encourage Support Circle members to contribute to the resource kits as they often are the experts in resources available in each community
 - c) Source out specific workshops and webinars for Caregivers who are raising a relatives’ child.
 - d) Source out resources specific for GRG families pertaining to themes of grief and loss.
- 3) Build awareness of Adverse Childhood Experiences and Building Resilience**
 - a) Offer educational sessions for volunteer Support Circle facilitators and participants on ACEs, toxic stress, and building resilience
- 4) Parent Support Services of BC to reach out to Support Circles in a way that grows relationship and trust with overall Society.**
 - a) Visits of staff to key Circle events (picnics)
 - b) Courtesy visits by PSS staff at Circle meetings encouraged
 - c) Increase communication with all Circle participants (e.g. newsletter distribution)
- 1) An Evaluation Cycle of Action-Reflection-Action needs to be consistently used**
 - a) Consistent ongoing reflective evaluation of the Circle Program needs to be a priority
 - b) Ongoing reflective evaluation of the Society needs to be a priority
 - c) Ongoing reflective evaluation of the work of staff, board, and other volunteers needs to be a priority
- 2) For future studies, more time and resources should be allocated to design and develop a survey instrument that is accessible for different audiences.**
 - a) The instrument needs to be written in a language that is easier to comprehend

- b) The survey should be translated into all the languages of the people we serve
- c) First language speakers should collate data and translate it into English
- d) Data should be professionally translated

Adjustments and Experiments

In the future, the findings from the current Study could be shared with the volunteer facilitators at our Annual Provincial Training workshop. Volunteer facilitators could be asked to read the study in advance and to offer their reflective feedback and analysis of the findings. A brainstorming session could take place at the Provincial Training Workshop and Circle volunteers could offer suggestions on what is working, what needs to change and what needs to remain the same with the current model of operations. Similar sessions could happen at individual Circles and the volunteer Circle Facilitators could present these findings as part of their own reflection at the Provincial Training Workshop in 2019.

Similarly Volunteer Facilitators could share resources, tools and knowledge from their own local experience and from their Circles that may be beneficial for other Facilitators and Circles.

Circle Facilitators who reflect the groups we serve could offer suggestions on how better to get information to our participants and how we could ensure increased response rates in future studies and through their active participation in ensuring that the surveys are completed properly and that all the participants feel safe, comfortable and able to complete them.

In the future, we may also want to conduct a similar kind of study to determine the effectiveness of our Steering Committees, Board of Directors and/or Professional Parenting Expert Workshop Facilitators.

Some of what we learned in how to do quantitative and qualitative research could also be applied to other areas of Parent Support Service Society work.

We could also use sections of this report or share it in its entirety with our membership and all our Funders.

Appendix

Indicators of Impact

Impact #1 Parents and caregivers practice effective parenting

What we mean: Parents and caregivers use effective parenting strategies; discipline; healthy attachment techniques; guidance and teaching.

Indicators E3 Quantitative indicators of impact (Know, Feel, Do)

- Parents and caregivers understand the impact of punishment (know)
- Parents and caregivers know and are aware of the impact of healthy attachment (know)
- Parents and caregivers feel motivated to grow and sustain healthy attachments with children (feel)
- Parents and caregivers practice effective parenting strategies, discipline, growing healthy connection with children (do)

Indicators E4 Qualitative indicators of impact (Believe, Become, Love)

- Parents and caregivers value connection and healthy attachment with children rather than punishment and powering over children (believe)
- Parents and caregivers begin to embrace communication styles that promote connection rather than separation (become)
- Parents and caregivers are passionate about healthy a relationship and communication with child (love)

Impact statement # 2

Parents and Caregivers are capable at each stage of the child's development.

What we mean: That parents and caregivers will have an understanding of the ages and stages of typical child development.

Indicators E3 Quantitative indicators of Impact (Know, Feel, Do)

- Parents and caregivers know what is typical developmentally for a baby, toddler, preschooler, school-aged child, adolescent, teen and young adult.
- Parents and caregivers feel competent through the various stages of their child development.
- The parents and caregivers react with age appropriate expectations of their child's behaviour.

Indicators E4 Qualitative Indicators of Impact (Believe, Become, Love)

- Parents and caregivers believe in their own wisdom in guiding their children through various ages and stages of development.

- Parents and caregivers embrace their parenting role at all stages of development.
- Parents and caregivers love to watch their child as they mature and move through the various stages.

Impact #3 Parents and caregivers model resilience in the face of parenting challenges

What we mean: Parents and caregivers learn to self-regulate during stressful situations while parenting so that children and youth will learn how to self-regulate themselves during stressful times; increasing self-awareness and emotional stability.

Indicators E3 Quantitative indicators of impact (Know, Feel, Do)

- Parents and caregivers become aware of the impacts of stress on parenting (know)
- Parents and caregivers become aware of the effect of toxic stress on early brain development (ACEs) (know)
- Parents and caregivers acquire new parenting strategies, understanding of personal triggers and problem solving skills (know)
- Parents and caregivers practice self-awareness and self-regulation techniques (do)
- Parents and caregivers feel less stress in parenting (feel)
- Parents and caregivers experience increased satisfaction and confidence in parenting (feel)

Indicators E4 Qualitative Indicators of Impact (Believe, Become, Love)

- Parents and caregivers value self-regulation, self-awareness and modeling emotional stability during stressful times (believe)
- Parents and caregivers practice ongoing self-awareness (become)
- Parents and caregivers become more emotionally stable during challenging/difficult parenting situations (become)
- Parents and caregivers enjoy being a parent (love)
- Parents and caregivers feel hope for the future of their parenting journey (believe)
- Parents and caregivers express pride in parenting; role of parent (love)

#4: Volunteers are effective group leaders.

What we mean: Volunteers are able to transpose their learnings on self-help model, effective communication and group facilitation skills and become more active community group leaders.

Indicators E3 Quantitative indicators of impact (Know, Feel, Do)

- Volunteers use effective communication and group facilitation skills. (do)
- Volunteers have heightened awareness of self, parenting issues, availability of community resources and socio-economic and cultural backgrounds of group members. (know)
- Volunteers model imperfections, problem-solving and non-violent communication skills (do)

- Volunteers feel they are contributing positively to the lives of individual parents/caregivers and to healthier families in general (feel)
- Volunteers feel a strong desire to respect the group process and treat people with dignity. (feel)

Indicators E4 Qualitative Indicators of Impact (Believe, Become, Love)

- Volunteers have a heartfelt commitment to support group members' parenting journey. (love)
- Volunteers value the trust-building process within the group (believe/love)
- Volunteers are grateful for the "give & take" of groups and the opportunity to learn and grow along with the group members. (love)
- Volunteers become stronger and more resilient from their community work experience. (do)

#5. Parents and caregivers demonstrate leadership in the community

Parents are ready to move from the circle and support other parents in circle and beyond

Indicators E3 Quantitative indicators of impact (Know, Feel, Do)

- Parents and caregivers feel ready to move from the circle (feel)
- Parents and caregivers who know they are ready to move from the circle offer to enroll in facilitator training (do)
- Parents and caregivers become circle facilitators (do)
- Parents and caregivers become more engaged in their communities by joining PACS or children's activities' committees (do)
- Parents and caregivers start to give back to their communities (do)

Indicators E4 Qualitative indicators of impact (Believe, Become, Love)

- Parents and caregivers value the support of the circle (believe)
- Parents and caregivers become promoters of the circle in the wider community (become)
- Parents and caregivers speak passionately of the circle and love to talk about how helpful it was for them to move forward (love)

#6. Parents and Caregivers model healthy community connections to themselves, their children and their communities

Indicators E3 Quantitative indicators of impact (Know, Feel, Do)

- Parents and caregivers know who in the community to turn to for parenting support (know)

- Parents and caregivers feel confident to connect with others in the circle (feel)
- Parents and caregivers feel confident to connect with others in the community (feel)
- Parents and caregivers connect with other circle members outside of the circle (do)
- Parents and caregivers connect with other community members to talk about parenting (do)

Indicators E4 Qualitative indicators of impact (Believe, Become, Love)

- Parents and caregivers believe that is important to have a strong social network (believe)
- Parents and caregivers become active in widening their own social network (become)
- Parents and caregivers love meeting other parents in the community struggling and enjoying the same challenges of parenting as themselves (love)

Principles of Change

“Our kind of intended impact best happens when there is...”

- Consistent, meaningful face-to-face connections
- Opportunity to share parenting experience(s) in a non-judgmental setting
- Opportunities to connect with other people in a parenting role
- Settings providing support, welcome and belonging
- Ongoing advocacy for social justice for all families
- Opportunity for capacity building
- Opportunity to volunteer once participant is in a place of stability
- Accountability and ownership of programming

Critical Features	Theory/Principle that Guides
6 months of program participation	Research re: change behavior that takes place at this mark/time
Peer support/Non therapeutic model	Participants are the experts in their own lives— strengths based perspective
Circle support is ongoing (not time limited)	Change occurs at a different pace for each individual—continuum-- change theory
Circles are flexible and adaptive to unique communities	Community development approach—respecting and acknowledging community strengths— strengths based perspective and anti-oppressive theory
Circle discussion (topics) are guided and informed by circle members	Circles are participant driven— anti-oppressive, strengths based and community development approach theories

Qualitative Interview Protocol—Circles Program

Parent Support Services Society of BC

Sampling Strata

Length of stay in the Circle: ____ less than 6 months ____ over 6 months

Relationship to the children: ____ GRG ____ parent ____ kinship caregiver

Population group: ____ new immigrant (less than 3 years) ____ immigrant (over 3 years)
____ Canadian ____ indigenous

Questionnaire

1. What has been the most exciting (rewarding) part of being a parent? How has this fueled your desire to continue to grow as a parent?
2. What have you discovered about your parenting through circle participation? How has this learning affected the way you think of yourself as a parent? What do you feel you still need to learn? How does your learning so far and your desire to learn shift your view of the parent you would like to be?
3. When you think about your parenting/way of relating to your child(ren), how do you feel? What has been inspiring in examining your parenting?
4. What self-awareness (self-regulation) techniques have you tried out (explored) during stressful parenting moments (experiences or situations)? How has this practice (exploration) affected how you relate to your child(ren)?
5. What have you learned/discovered through your participation in circles that you want to share with others who are parenting? In what way are these/have these skills, knowledge and resources helped you (or have you shared) to grow as a parent and as a member of the wider parenting community?
6. What do you still find frustrating about parenting? How do you stay positive and focused on good parenting even with those frustrations?
7. What has shifted in the way you see/view yourself as a parent? How would you describe the benefits and/or challenges of this shift to parents in the community who have never attended a circle?

8. What skills, knowledge, and resources did you get/are you getting from your PSS of BC circle participation? How do you convey/communicate this knowledge/awareness to people in parenting roles in your wider community?

Questions to volunteers:

1. What have you learned during your time as a volunteer facilitator of the support circles? How do you see the parents/grandparents/caregivers and your own life similarly because of your time volunteering in the circle? How do you see the parents/grandparents/caregivers and your own life differently because of your time volunteering in the circle?
2. What is most annoying or frustrating to you about running the support circle? How have you remained committed and engaged despite those frustrations and challenges?



Parent Support Services
Society of BC

Quantitative Questionnaire

Parent Support Services Society of BC circle program is currently undergoing an evaluation. We are requesting help from our participants to determine the impact of the program. If you participate in the circles as a parent, grandparent/ kinship care provider complete the first 5 impact Sections. If you participate in the circle as a past circle participant who is now facilitating a circle complete all 6 Impact areas. Please complete the following questionnaire and return it to your circle facilitator by Friday May 25, 2018 or mail it directly to our head office at **#204-5623 Imperial Street Burnaby, BC V5J 1G1.** All responses are anonymous and will be held in strict confidence. Thank you for your kind help to help us make our program better.

Impact #1

	Before attending the Circle					Since attending the Circle				
	Strongly disagree	Disagree	Undecided	Agree	Strongly Agree	Strongly disagree	Disagree	Undecided	Agree	Strongly Agree
EXAMPLE		X						X		
I know about typical development for babies, children and youth/young adults										
I felt/feel competent through the various stages of my child's development and										
Spend 1:1 time daily with your child(ren), holding and speaking to them										

Impact #2

	Before attending the Circle					Since attending the Circle				
	Very harmful	Somewhat harmful	Neither harmful nor beneficial	Somewhat beneficial	Very beneficial	Very harmful	Somewhat harmful	Neither harmful nor beneficial	Somewhat beneficial	Very beneficial
EXAMPLE		X						X		
I believe the impacts of spanking or physical punishment of children is...										
I believe the impacts of verbal punishment of children is...										

I believe the impacts of emotional punishment of children is									
--	--	--	--	--	--	--	--	--	--

Before attending the Circle, I was aware of the impacts of healthy “parent/child” attachments **Yes** ☐ **No** ☐

When participating in the circle, what resources did you learn about that can help you with healthy attachment?

How often did you ...?	Before attending the Circle				Since attending the Circle			
	Almost never	Once in awhile	Sometimes	Often	Almost never	Once in awhile	Sometimes	Often
EXAMPLE		X					X	
Raise your voice to your children to get them to listen to you								
Explain to your children why you were saying “no”								
Spend 1:1 time daily with your child(ren), holding and speaking to them								

Impact #3

	Before attending the Circle					As a result of attending the Circle				
	Strongly disagree	Disagree	Undecided	Agree	Strongly Agree	Strongly disagree	Disagree	Undecided	Agree	Strongly Agree
EXAMPLE		X						X		
I was aware of the impacts of stress on										

I am aware of the effects of stress on early brain										
I have learned new parenting strategies, and problem solving skills										

How many times have you noticed how you are feeling physically and/or emotionally as a result of attending the Circle						
	0	1-2	3-5	5-7	7-9	10 or more
EXAMPLE			X			

	Before attending the Circle					As a result of attending the Circle				
	Strongly disagree	Disagree	Undecided	Agree	Strongly Agree	Strongly disagree	Disagree	Undecided	Agree	Strongly Agree
EXAMPLE		X						X		
I felt/ feel stress when parenting										
I felt/feel satisfied and confident in my parenting										
I experience (d) satisfaction in parenting										

Impact #4

As a result of attending the circle, I feel confident to connect with others in the Circle			
Almost all the time	Most of the time	Some of the time	Rarely
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Before attending the Circle					As a result of attending the Circle				
	Strongly disagree	Disagree	Undecided	Agree	Strongly Agree	Strongly disagree	Disagree	Undecided	Agree	Strongly Agree
EXAMPLE		X						X		
I feel confident to connect with other parents										
I feel confident in connecting with other parents outside of the circle in the wider community										

- Thinking about what you learned while attending the Circle, what community supports can you turn to for help in your parenting

In order to discuss parenting issues in the wider community I have connected with						
	0	1-2	3-5	5-7	7-9	10 or more people
EXAMPLE						
Non-circle people						
	0	1-2	3-5	5-7	7-9	10 non circle people
Times						

Impact #5

I am currently actively attending circle meetings?

Yes ☐ No ☐

If yes currently active in a circle,

- I feel less isolated and well supported through my participation in the circle

Strongly Disagree ☐ slightly disagree ☐ undecided ☐ agree ☐ strongly agree ☐

- I continue to support other parents or those in a parenting role by: _____, _____.

If no longer active in a circle,

Short Answer, Why did you stop attending the circle?

	After leaving the Circle				
	Strongly disagree	Disagree	Undecided	Agree	Strongly Agree
EXAMPLE		X			
I felt ready to leave the circle. I have a good support system in place for myself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Since being involved in the circle I have begun spending more with families and have joined the school PAC or other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Upon leaving the circle how likely are you to become a volunteer circle facilitator?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I give back to my community in the following ways: _____, _____ and _____

Impact #6

Only complete this Impact if you are a Circle Facilitator. Thank you

	NO	A Little	Some	Considerably	Yes
Before starting to facilitate I felt confident to co-facilitate my circle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In the first 6 months of being a facilitator I felt confident in my ability to co-facilitate my circle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If it applies, since being a facilitator for more than 6 months, I feel confident in my ability to co-facilitate my circle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I am comfortable with modeling imperfections in facilitation in front of the circle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I feel confident modeling problem solving in front of the circle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know and understand what is meant by non-violent communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Through my initial and ongoing facilitator training, I have acquired new knowledge about myself which helps me to be a better circle facilitator	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Through my initial and ongoing facilitator training and own research , I have acquired new knowledge about community parenting resources available to my circle participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Through my own research, I have acquired new knowledge about effective online parenting resources available to my circle participants	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Through my initial and ongoing facilitator training and ongoing research , I have acquired new knowledge about parenting strategies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like I am contributing positively to prevent child abuse in my community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	Almost all the time	Most of the time	Some of the time	Rarely
I respect the group Process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

	NO	A Little	Some	Considerably	Yes
In the first 6 months of being a facilitator I felt confident in my ability to respect the group process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If it applies, since being a facilitator for more than 6 months, I feel confident in my ability to respect the group process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please complete this section

Do you identify as Indigenous/Aboriginal/Metis/Inuit

Yes ☐ No ☐

Are you new to Canada? (less than 3 years in the country)

Yes ☐ No ☐

Have you been in Canada? (more than 3 years in the country)

Yes ☐ No ☐

Born in Canada

Yes ☐ No ☐

What is your first language?

English ☐ French ☐ Other ☐ _____

Are you/have you been attending the circle as a parent?

Yes ☐ No ☐

Are you/have you been attending the circle as a grandparent or other kinship care provider raising a relatives' child? Yes ☐ No ☐

How many children are in your care?

1 ___ 2 ___ 3 ___ 4 or more ___

Do you consider yourself to be living in poverty?

Yes ☐ No ☐

Do you consider yourself at risk of living in poverty?

Yes ☐ No ☐