

An initial evaluation of a trauma-informed skills-building workshop for parents

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INTRO

- Trauma-aware parents promote safe relationships and teach self-regulation to their children. (Henry, Sloane, & Black-Pond, 2007)
- Parent education programs are crucial for interventions and show significant improvements. (Doyle et al., 2022)
- Parenting programs that specifically target trauma are scarce and lack empirical evidence. (Sullivan et al., 2016)
- Educating and empowering parents with trauma-informed perspectives promotes trauma-informed care and advocacy. (Sullivan et al., 2016)
- A healing-centered approach is needed to recognize trauma's root causes and the individual's context. (Ginwright, 2018)
- The **T.R.E.E. program** was originally created by Dr. Hasshan Batts to educate professionals about trauma and resilience using a healing-centered approach.
- It was recently adapted to equip **parents** with integrated knowledge about **t**rauma, **r**estorative practices, **e**motional intelligence, and **e**quity.
- This mixed-methods study aims to:
 - engage in a **formative evaluation** of the T.R.E.E. program which aims to improve parent knowledge and beliefs about trauma, parent mindfulness, and parent emotional intelligence.
 - **improve** elements of the curriculum's content and context for future implementations.

METHOD

- **Participants**
 - Parents (N=12) of school aged children (K-12th grade)
 - Resided in communities with higher rates of racial and community trauma
 - Gender: Female (N=10), Male (N=2)
 - Race/ethnicity: 75% Latino(a), 8.3% White, 8.3% Black, 8.3% Bi-racial
 - Age: M=36.17, SD=6.01
 - 63.63% spoke Spanish as a first language.

- **Measures**
 - Mindful self-care (MSCS) and emotional intelligence (SSEIT)
 - Fidelity checks
 - Observational data
 - Attendance sheets
 - Follow-up Zoom interviews
 - Supplemental qualitative data

- **Procedure**
 - 7 sessions, 3 hours each
 - 1-2 facilitators and 1 English-Spanish translator
 - PowerPoints, YouTube videos, images, feelings check-ins, and discussions
 - Time 1: Demographics, pre-test MSCS and SSEIT
 - Weekly: Fidelity checks, observational data, and attendance sheets
 - Time 2: Post-test MSCS and SSEIT
 - Time 3: One-on-one Zoom interviews (1.5 months later)

DISCUSSION

- Quantitative measures failed to demonstrate the impact of the curriculum, but **qualitative** data provide preliminary evidence to support this program.
- **Attendance, language barrier, and fidelity** are major areas for improvement.

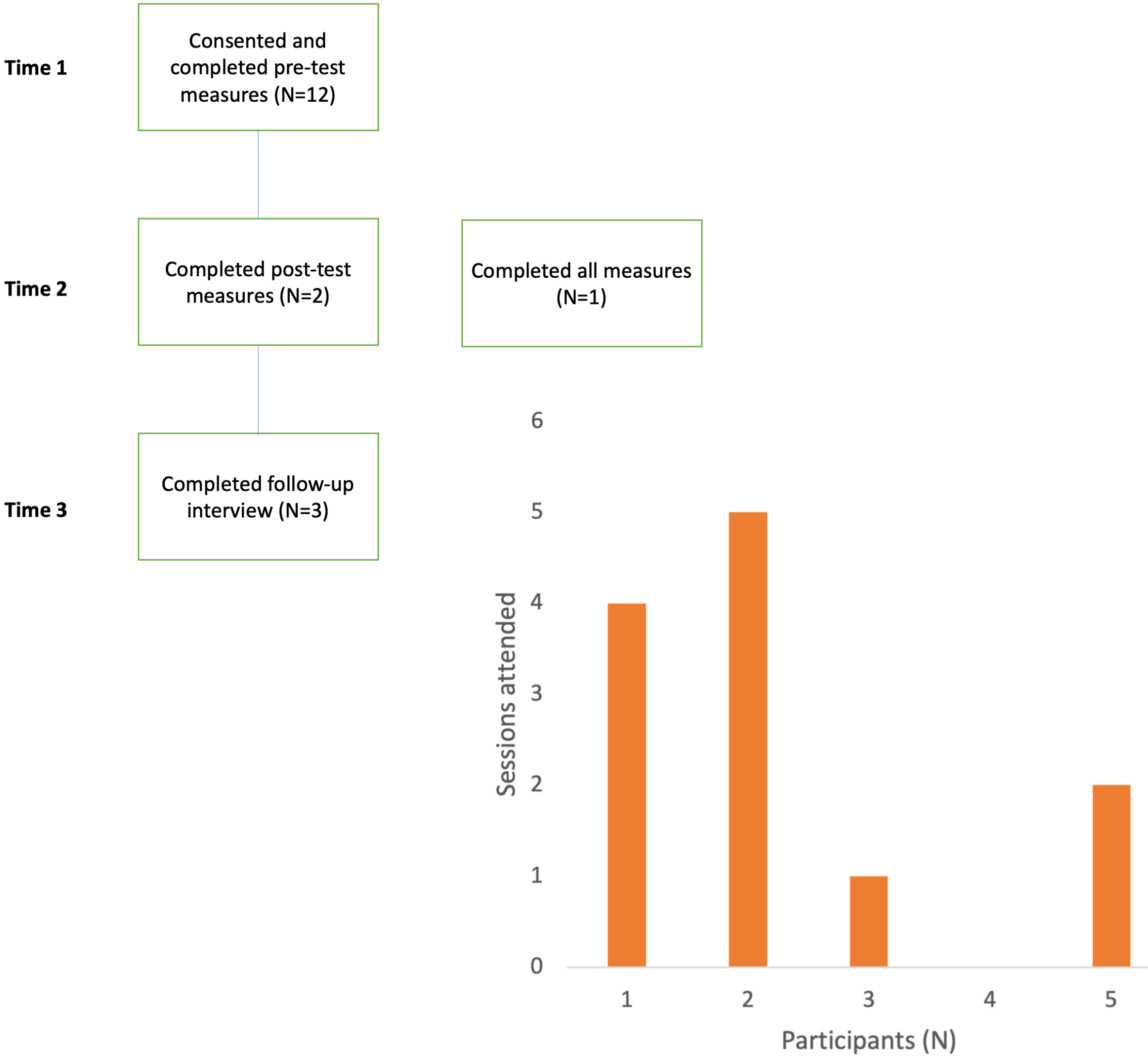
- **Limitations**
 - Attrition
 - Lack of comparison group
 - Facilitator variability

- **Recommendations**
 - Improved marketing
 - Randomized controlled trial
 - Multiple monolingual sessions
 - Feedback or satisfaction survey
 - Additional measures (e.g., parental confidence and wellbeing, child and adolescent outcomes)
 - Scalability via online delivery

The T.R.E.E. program helps parents learn about trauma, find their resilience, and advocate for themselves and their families.



Session	Focus	N	Fidelity
1	Welcome and introduction; grounding and mindfulness training	2	76.09%
2	Individual, vicarious, and family trauma	4	64.41%
3	Community, organization, and historical trauma	4	53.75%
4	Restorative practice / restorative parenting	6	76.95%
5	Emotional intelligence	6	62.03%
6	Equity	2	51.79%
7	Advocacy in action	3	77.97%
Avg		3.86	66.14%



Strengths	Weaknesses
<ul style="list-style-type: none">• Content<ul style="list-style-type: none">• Historical trauma• Parenting stances• “Respond, not react”• Restorative practices• Behavioral changes<ul style="list-style-type: none">• Communication• Advocacy• Peer relationships• Facilitators• Compensation• Location• Reminders• Free childcare• Free meals	<ul style="list-style-type: none">• Attendance and attrition• Brevity• Language barrier