



DOING
WHAT
WORKS

CHARLESTON, SC

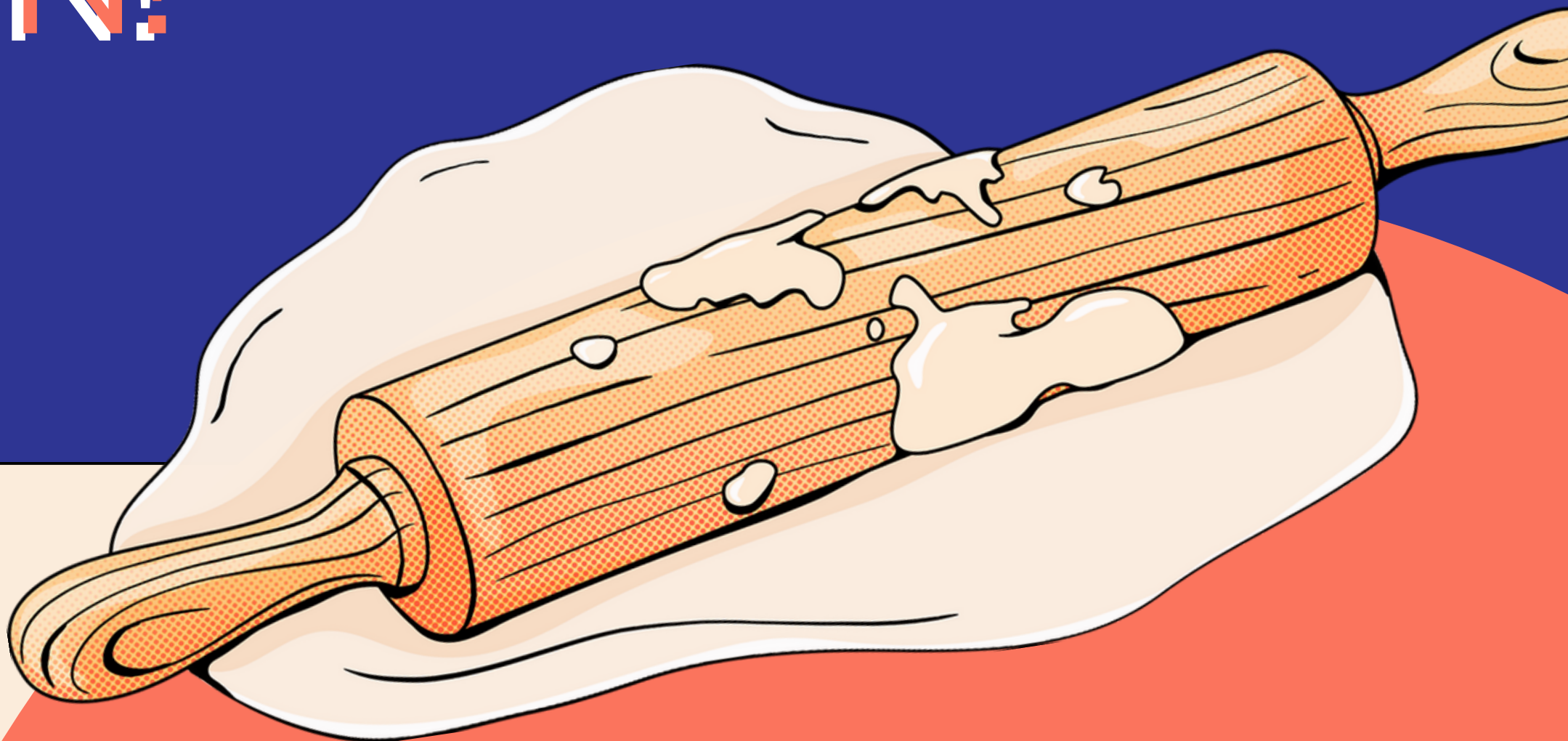
NARIMIE SUMMIT
2023

RECIPES FOR SUCCESSFUL RELATIONSHIP AND MARRIAGE EDUCATION PROGRAMS

Kaley de Leon, M.S., CFLE
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WELCOME TO OUR TEST KITCHEN!



TODAY'S CHEFS



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Research Assistant

The Florida Center for Prevention
Research at Florida State University
Data Manager & CQI Lead for federal
HMRE Grant Evaluation Team

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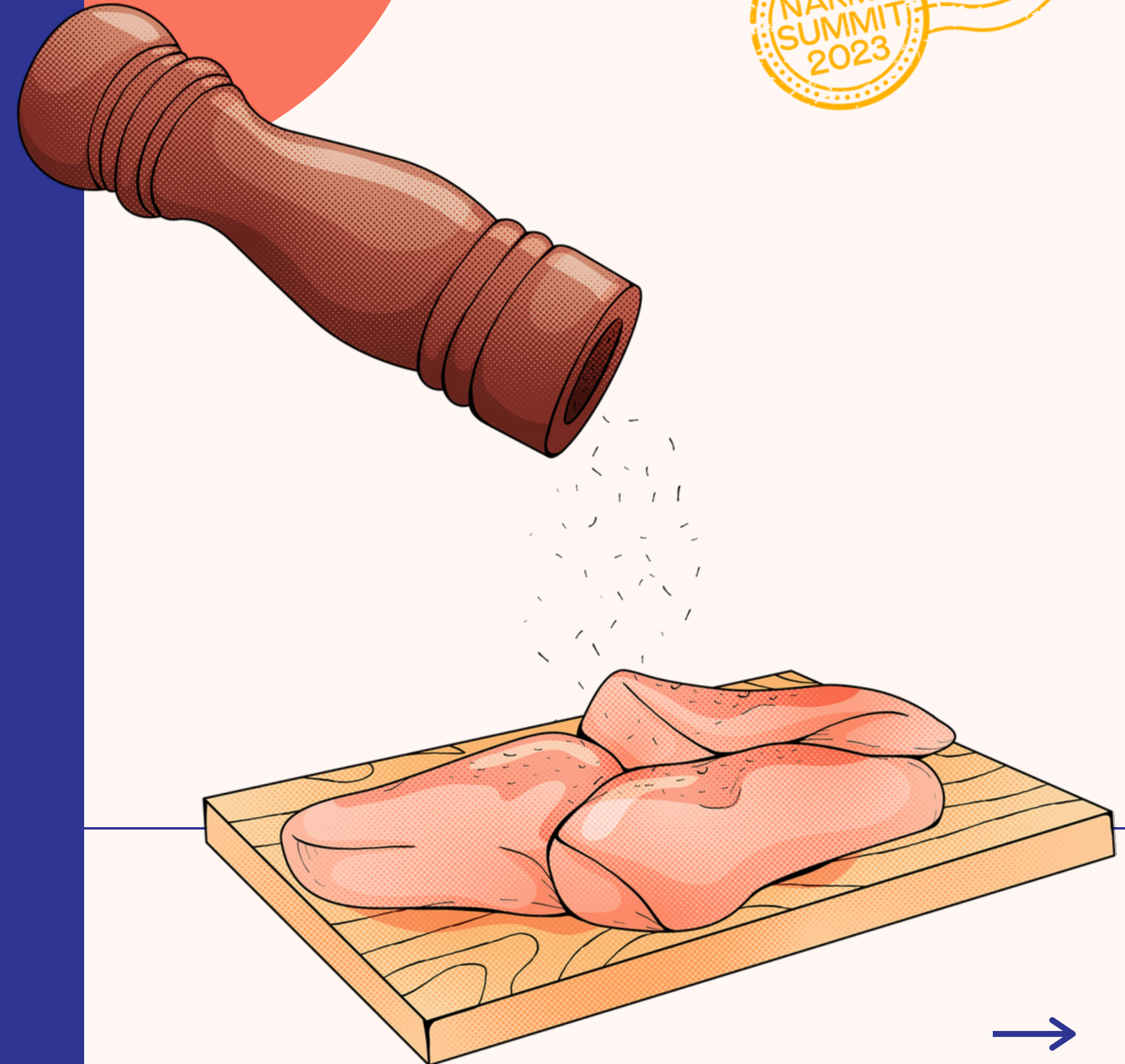
Executive Director

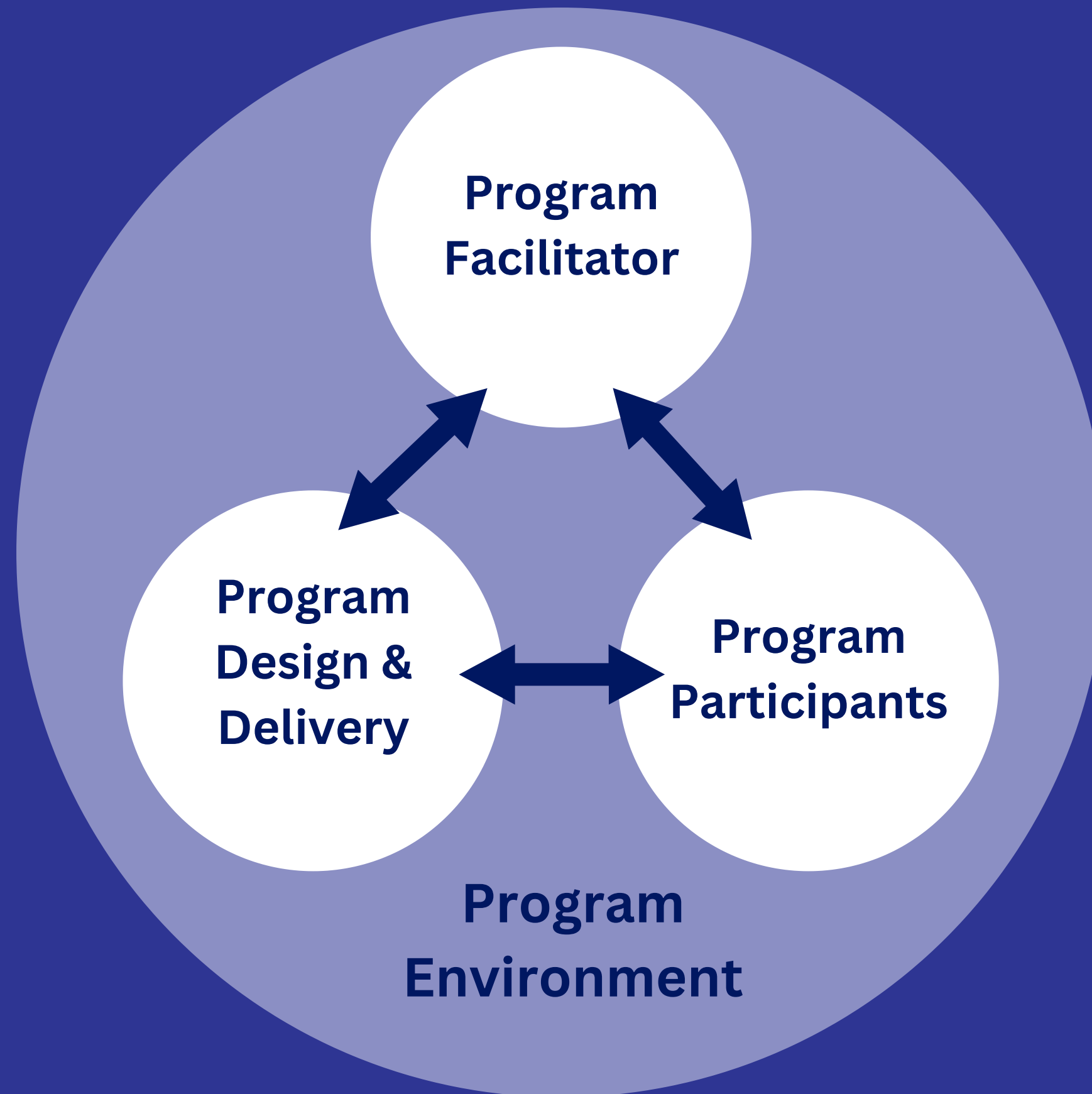
The Florida Center for Prevention
Research at Florida State University
PI for federal HMRE Grant Evaluation
Team



TODAY'S SPECIALS

- Identify key ingredients for Relationship and Marriage Education (RME) programs.
- Reveal the secret sauce for program quality.
- Measure the success of their programs in tangible ways that can be used to intentionally improve programs.





Family Life Education
Implementation Framework
(Ballard, 2020)



THE COOKBOOK

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PROGRAM
ENVIRONMENT

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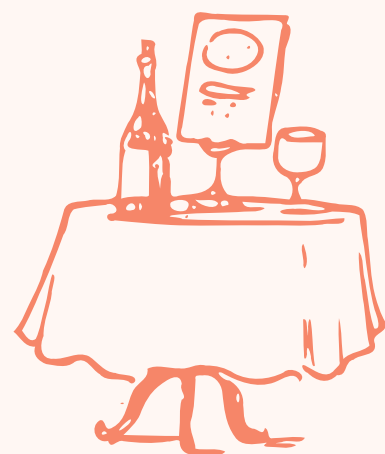


PROGRAM ENVIRONMENT

INCLUDES:

- Context: Organizational support, community characteristics, culture, political realities
- Setting: Physical or virtual space where the program will be held

(Ballard, 2020)



PROGRAM ENVIRONMENT

CONTEXT

- What type of support is available from my organization to implement this program effectively?
- Does my program fit with the mission and values of the organization in which it will be implemented?
- How does my program relate to other community groups, organizations, and agencies?
- What cultural and political issues need to be considered?
- Who is funding this work, and are there special requirements that must be met for the sponsor?

(Ballard, 2020)



PROGRAM ENVIRONMENT CHECKLIST

LOCATION

- Where will your program be held?
- Is this location convenient and easily accessible for potential participants?
- Will you provide child care?
- Are there restrooms conveniently located nearby?
- Will participants need transportation to this location?
- If your program is in the evening, is it a safe location to be in after dark?
- Is there adequate signage to point clients to your room?

(Darling, Cassidy, & Ballard, 2022)



PROGRAM ENVIRONMENT CHECKLIST

ROOM ARRANGEMENT

- Are the chairs comfortable?
- How will you arrange the chairs and/or table?
- Where will you be located? Will you stand or sit?
- Does the room look inviting?
- Are there things that you can do to make it more inviting to participants?
- Do you need a microphone, and if so, is it stationary or portable?

(Darling, Cassidy, & Ballard, 2022)



PROGRAM ENVIRONMENT CHECKLIST

COMFORT

- Is the lighting appropriate?
- Is there proper ventilation in the room?
- Is the room too cool or too hot?
- Are there noises that could be disruptive?
- Are you able to keep the door(s) open or will exterior noise affect learning?

(Darling, Cassidy, & Ballard, 2022)



PROGRAM ENVIRONMENT CHECKLIST

SPECIAL ACCOMMODATIONS

- Will you be able to accommodate participants who have mobility problems?
- Do you anticipate language barriers? How will you handle this?
- Will there be participants who have vision or hearing problems?
- Are your materials matched with the literacy level of your participants?
- What cultural considerations might be relevant to your participants?

(Darling, Cassidy, & Ballard, 2022)



PROGRAM ENVIRONMENT CHECKLIST

MEDIA/TEACHING MATERIALS

- What materials will you need for your program?
- Will you need to bring any of your own equipment (e.g., computer)?
- Will your support media work in the room?
- Do you have proper outlets, internet connections, etc.?
- If using the provided equipment, do you know how to operate it?

(Darling, Cassidy, & Ballard, 2022)



PROGRAM ENVIRONMENT CHECKLIST

FOOD/BEVERAGE

- Will you provide refreshments or a meal?
- Will you provide the paper goods, utensils, ice?
- Is there an appropriate place to set them up?
- If people will be eating food, is there an adequate place for people to eat?
- Will people self-serve?
- How will you avoid running out of food?
- How will you accommodate allergies/food preferences?

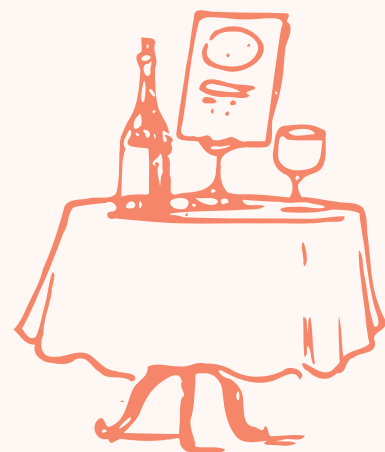
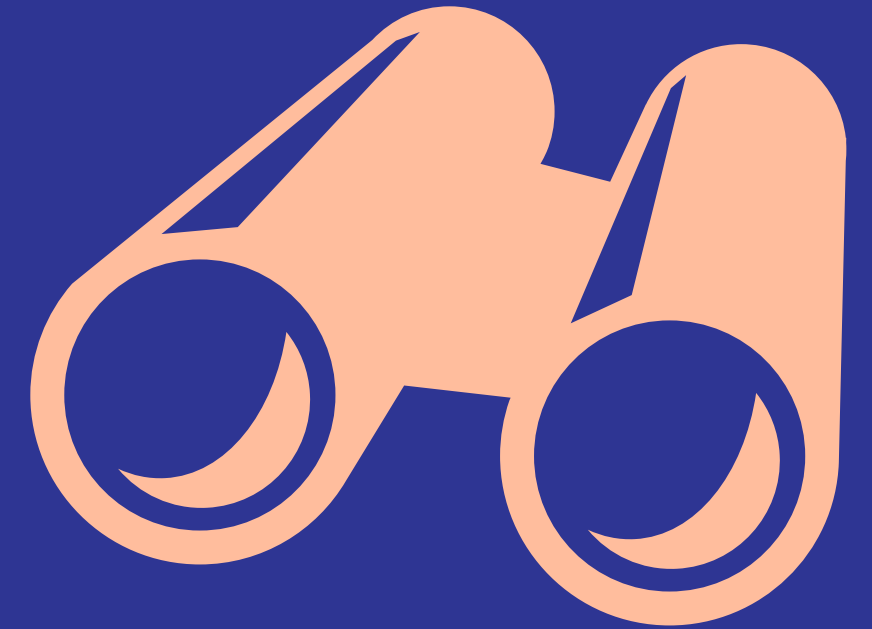
(Darling, Cassidy, & Ballard, 2022)



PROGRAM ENVIRONMENT CHECKLIST

AVOID A KITCHEN DISASTER!

- Visit the space beforehand.
- Complete the checklist.
- Do final site visit before first class.
- Arrive early at first class to setup.
- Have a backup plan!



PROGRAM ENVIRONMENT

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PROGRAM
PARTICIPANTS

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PROGRAM PARTICIPANTS

PARTICIPANT CHARACTERISTICS



- Know the target audience of the curriculum
- Relevant characteristics
 - Relationship status, parenting status, SES, life cycle stage, education, etc.
 - Special populations (e.g., military)
- Do your participants hold certain beliefs or attitudes that will influence the program?
- Build on participant strengths to address participant needs.

(Ballard, 2020; Darling, Cassidy, & Ballard, 2022)

PROGRAM PARTICIPANTS RECRUITMENT AND THE IMPORTANCE OF BUY-IN



- Get buy-in and input from community partners.
- Help partner organizations see the vision.
- Authentically integrate your organization with the community/partner.
- Word of mouth can help clients feel confident.

(Darling, Cassidy, & Ballard, 2022)

PROGRAM PARTICIPANTS MARKETING



- Use various recruitment methods.
- Curate unique pitch decks and marketing materials.
- Marketing materials should be clear and answer key questions for participants.
- Advertisements are brief, while still answering "what, why, how, when, where, and who".
- How is it relevant to the participants?

(Darling, Cassidy, & Ballard, 2022)

PROGRAM PARTICIPANTS

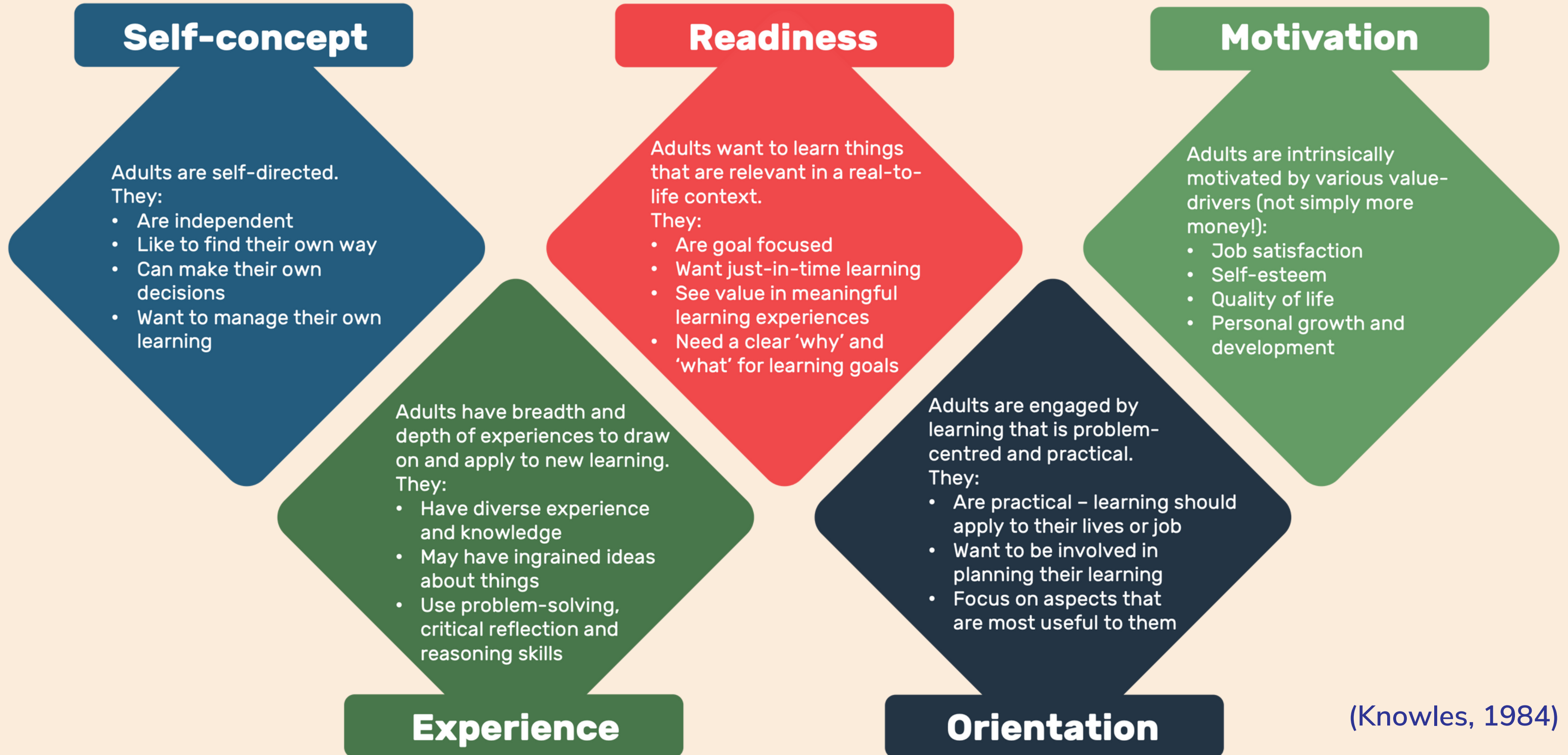
ATTENDANCE AND RETENTION



- Remove barriers to attendance.
- Maintain consistent contact with couples from registration to completion.
- Keep them coming back by meeting or exceeding expectations.
- Sense of relevance and community is essential for retention.
- Andragogy: adult learners are driven by different motivations.

(Darling, Cassidy, & Ballard, 2022; Knowles, 1984)

Andragogy: The Art and Science of Helping Adults Learn



(Knowles, 1984)

PROGRAM PARTICIPANTS

TEACHING ADULT LEARNERS

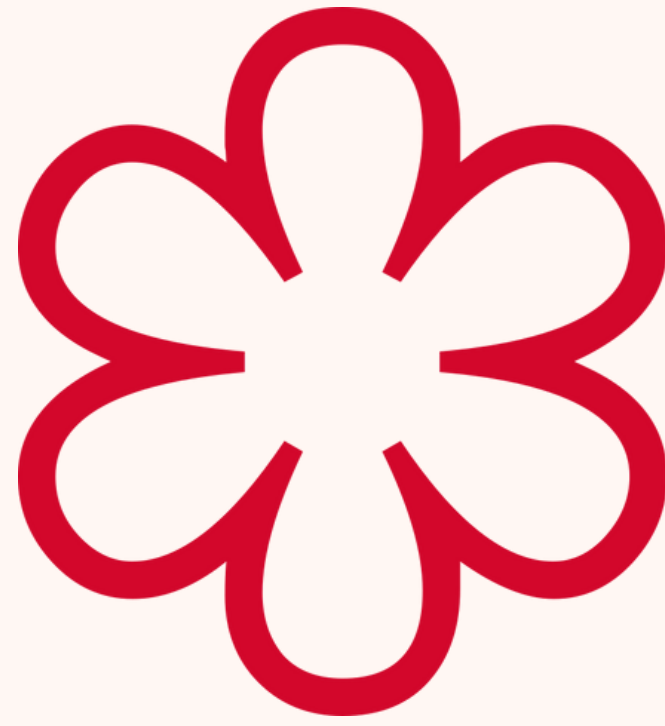


- Participants should contribute to their own learning.
- Use participants lived experiences as learning opportunities.
- Clients as active partners increases motivation.
- Provide social opportunities between couples.
- Retention is influenced by client motivation and engagement.

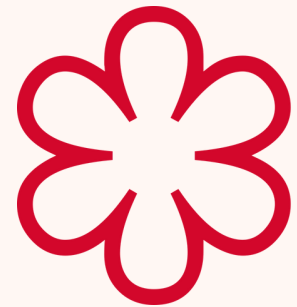
(Ballard, 2020)



MENTAL TASTE TEST



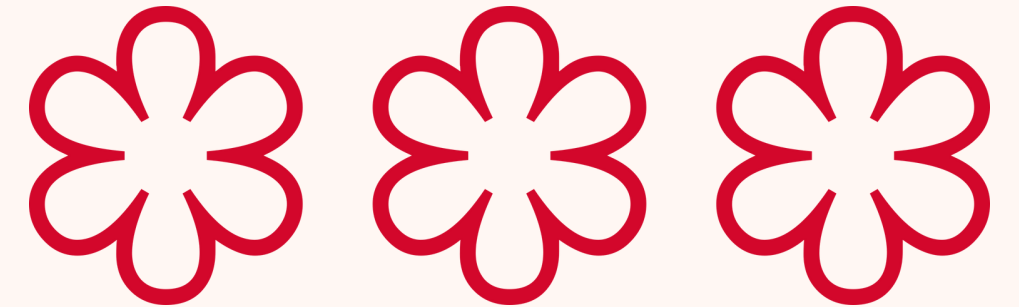
MICHELIN STAR



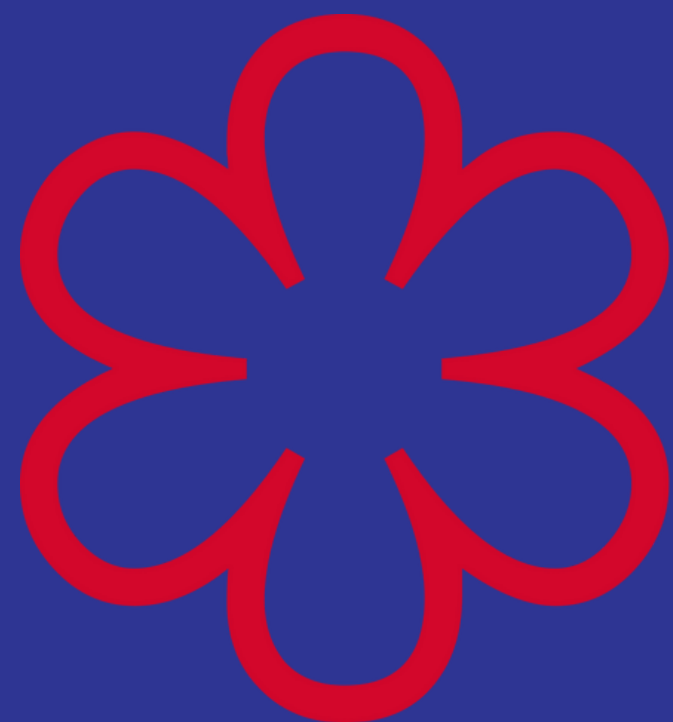
High quality
cooking, worth a
stop



Excellent cooking,
worth a detour



Exceptional
cuisine, worth a
special journey



MICHELIN STAR

www.guide.michelin.com

5 UNIVERSAL CRITERIA:



Quality of ingredients



Harmony of flavors



Mastery of techniques

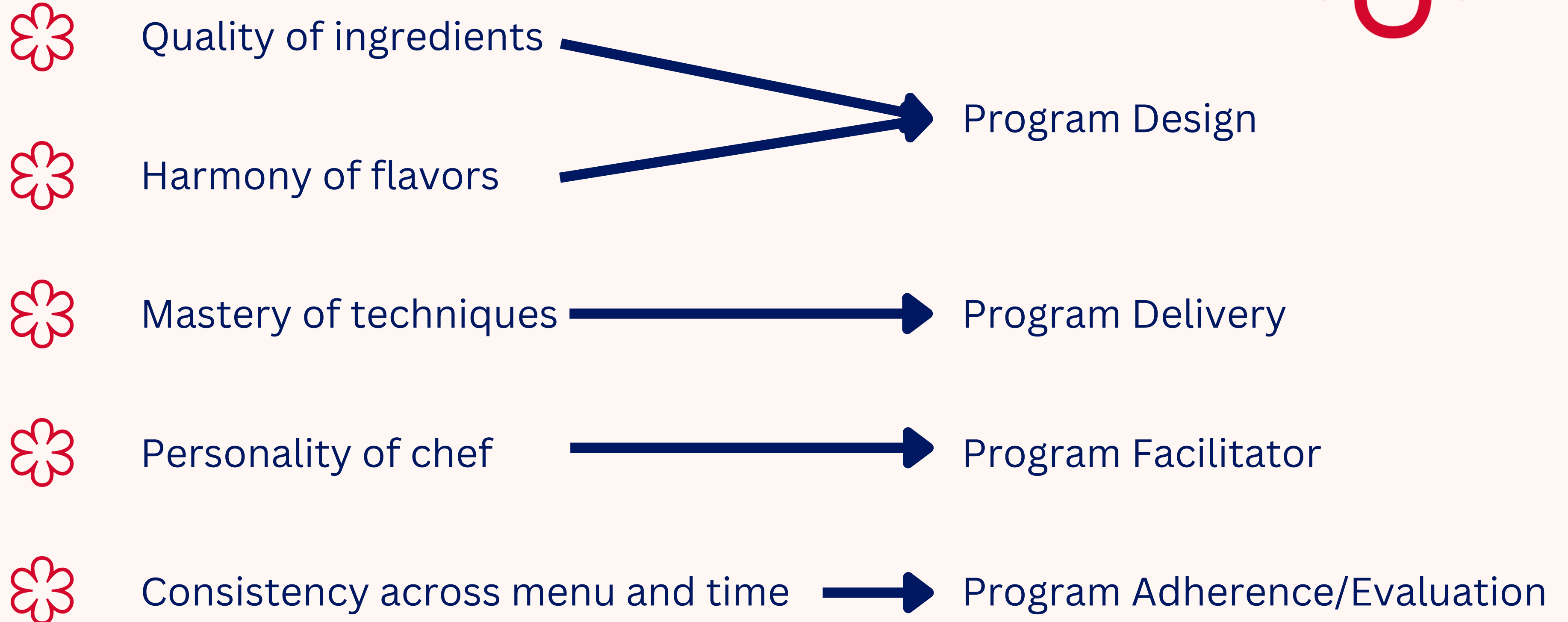
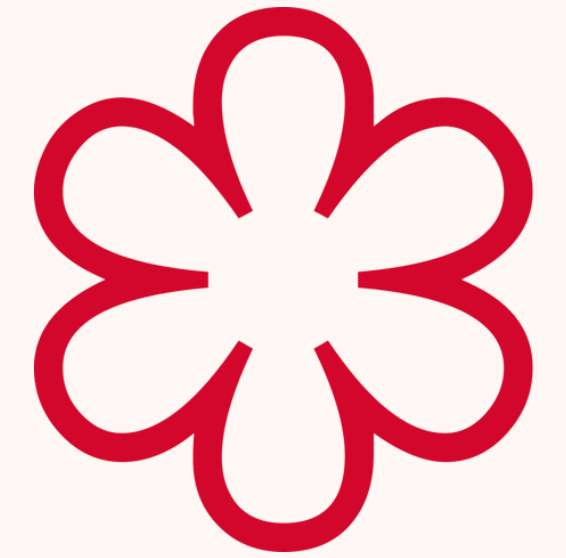


Personality of chef



Consistency across menu and time

5 UNIVERSAL CRITERIA:



**PROGRAM
DESIGN &
DELIVERY**





PROGRAM DESIGN
QUALITY OF INGREDIENTS



Recipe RME Class

From the Kitchen of: Florida Center for Prevention Research

INGREDIENTS:

- **Theory Driven**

(Ballard, 2020)



Recipe RME Class

From the Kitchen of: Florida Center for Prevention Research

INGREDIENTS:

- Theory Driven
- **Research Based**

(Stanley et al., 2020)



Recipe RME Class

From the Kitchen of: Florida Center for Prevention Research

INGREDIENTS:

- Theory Driven
- Research Based
- **Strengths Based**

(Darling, Cassidy, & Ballard, 2022)



Recipe RME Class

From the Kitchen of: Florida Center for Prevention Research

INGREDIENTS:

- Theory Driven
- Research Based
- Strengths Based
- **Sufficient Dosage**

(Ballard, 2020; Hawkins et al., 2012; Stanley et al., 2020)



Recipe RME Class

From the Kitchen of: Florida Center for Prevention Research

INGREDIENTS:

- Theory Driven
- Research Based
- Strengths Based
- Sufficient Dosage
- **Participant Engagement**

(Darling, Cassidy, & Ballard, 2022)



Recipe RME Class

From the Kitchen of: Florida Center for Prevention Research

INGREDIENTS:

- Theory Driven
- Research Based
- Strengths Based
- Sufficient Dosage
- Participant Engagement
- **Adherence**

(Ballard, 2020)



Recipe RME Class

From the Kitchen of: Florida Center for Prevention Research

INGREDIENTS:

- Theory Driven
- Research Based
- Strengths Based
- Sufficient Dosage
- Participant Engagement
- Adherence

(Ballard, 2020; Darling, Cassidy, & Ballard, 2022; Stanley et al., 2020)

BACKWARD PROGRAM DESIGN

- What is the overall goal of the program?
- What are the desired program outcomes/learning objectives?
- What content and learning activities are needed to achieve those outcomes?



**PROGRAM DESIGN:
HARMONY OF FLAVORS**

BACKWARD PROGRAM DESIGN

| Program Outcomes/ Learning Objectives | Teaching Content/ Learning Activities | Assessment of Learning | Resources Needed |
|--|--|------------------------|------------------|
| | | | |
| | | | |
| | | | |



**PROGRAM DESIGN:
HARMONY OF FLAVORS**

EFFECTIVE TEACHING STRATEGIES

THINK--PAIR---SHARE

- What would be your top 5 list of "what not to do" when teaching/facilitating an RME program?



**PROGRAM DELIVERY:
MASTERY OF TECHNIQUES**

GENERAL PRINCIPLES

- Balance content delivery with participant engagement.
 - "The one who does the work does the learning" (Doyle, 2011)
- Give participants an opportunity to learn/practice new skills.
- Have clear presentation slides.
- Balance the "blurters" and the "ponderers".
- Be the thermostat, not the thermometer.



PROGRAM DELIVERY:
MASTERY OF TECHNIQUES

ACTIVE LEARNING TECHNIQUES

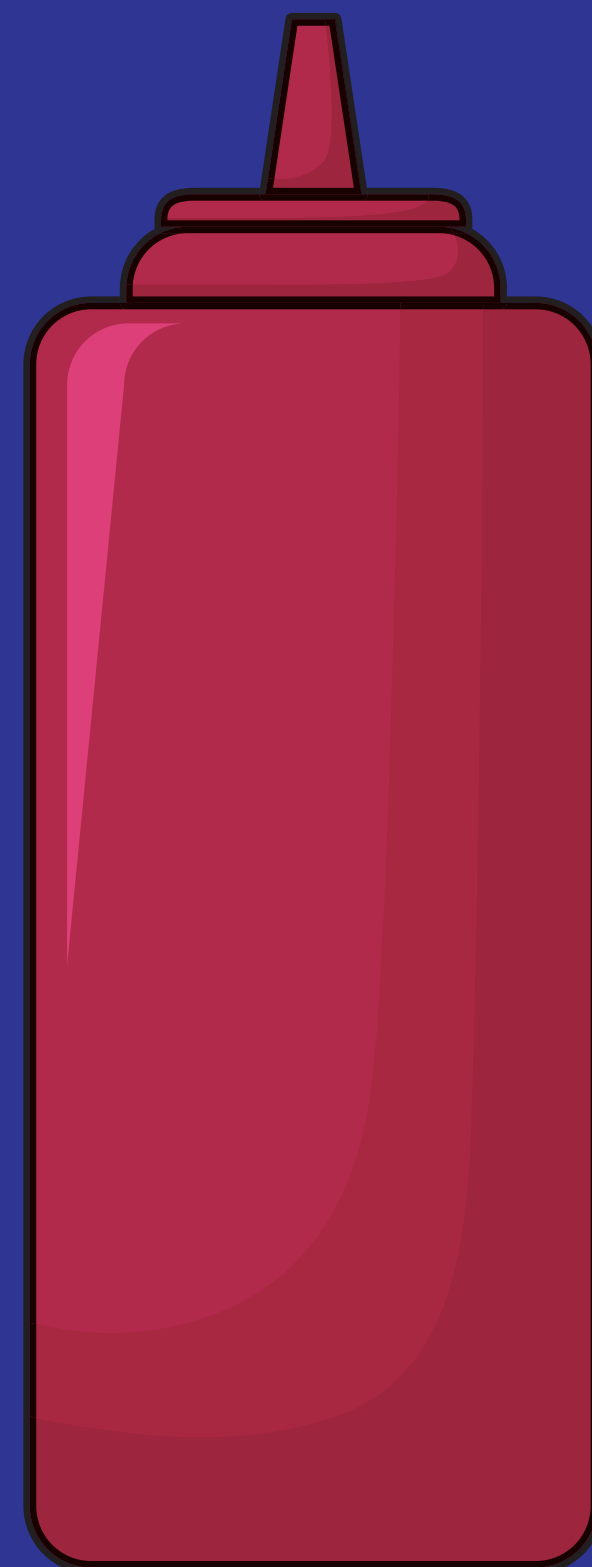
- Ask rather than tell
- Discussion (Large or small group)
- Brainstorming
- Think-Pair-Share
- Modeling/Demonstrations
- Role Play (large group or 1:1)
- Case Studies
- Games
- Coaching
- Others?

(Scott, Wilson, Greene, Jeter, 2023)



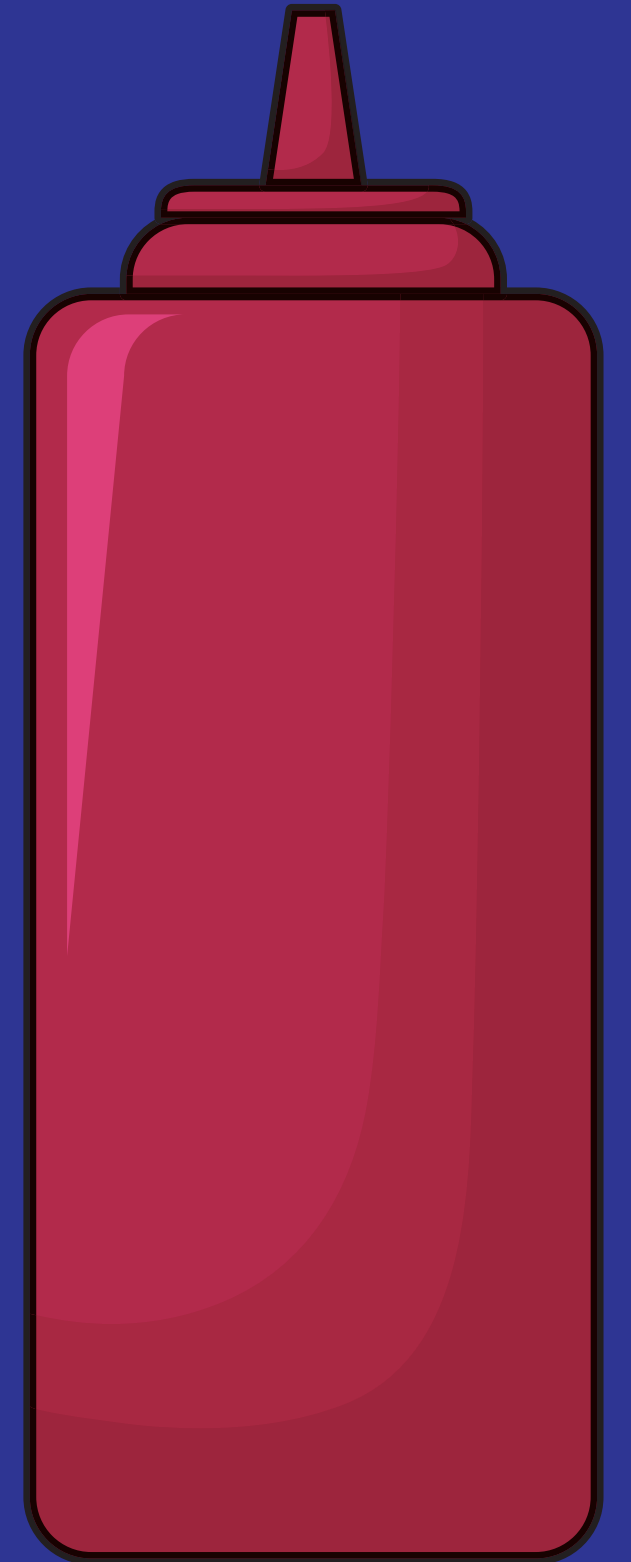
**PROGRAM DELIVERY:
MASTERY OF TECHNIQUES**

SECRET SAUCE?



SECRET SAUCE

**PROGRAM
FACILITATOR**



**"A RECIPE HAS NO SOUL.
YOU, AS THE COOK,
MUST BRING SOUL TO
THE RECIPE."
-CHEF THOMAS KELLER**



**PROGRAM FACILITATOR
PERSONALITY OF THE CHEF**



NOW HIRING

SEEKING: A FACILITATOR WITH SOUL

NECESSARY QUALIFICATIONS

ENGAGING WITH THE AUDIENCE

VERBAL COMMUNICATION SKILLS

NONVERBAL COMMUNICATION SKILLS

CULTURALLY COMPETENT

SKILLFUL COACHING ABILITY

(Darling, Cassidy, & Ballard, 2022)

ENGAGEMENT

- Break the Ice
- Build Rapport with Participants
- Learn participant names and outside activities
- Let participant get to know you
- Incorporate opportunities for discussion and movement
- Make sure clients feel safe participating in the space

(Darling, Cassidy, & Ballard, 2022)

PROGRAM FACILITATOR

VERBALS AND NONVERBALS

- Dynamic voice
- Avoid reading verbatim while still maintaining fidelity
- Do you need a microphone?



- Gestures
- Appropriate Facial Expressions
- Looking at the audience and moving through them

(Darling, Cassidy, & Ballard, 2022)

PROGRAM FACILITATOR

CULTURAL COMPETENCE

- Comprised of knowledge, awareness, motivation, and reflective skills
- Understand the influence of personal experience
- Respectful of beliefs and lived experiences of participants
- Build on the strengths of the community you are serving
- Able to create a safe and supportive environment for the audience
- Avoid making assumptions about individuals based on group membership

(Ballard, 2020; Darling, Cassidy, & Ballard, 2022)

PROGRAM FACILITATOR

COACHING

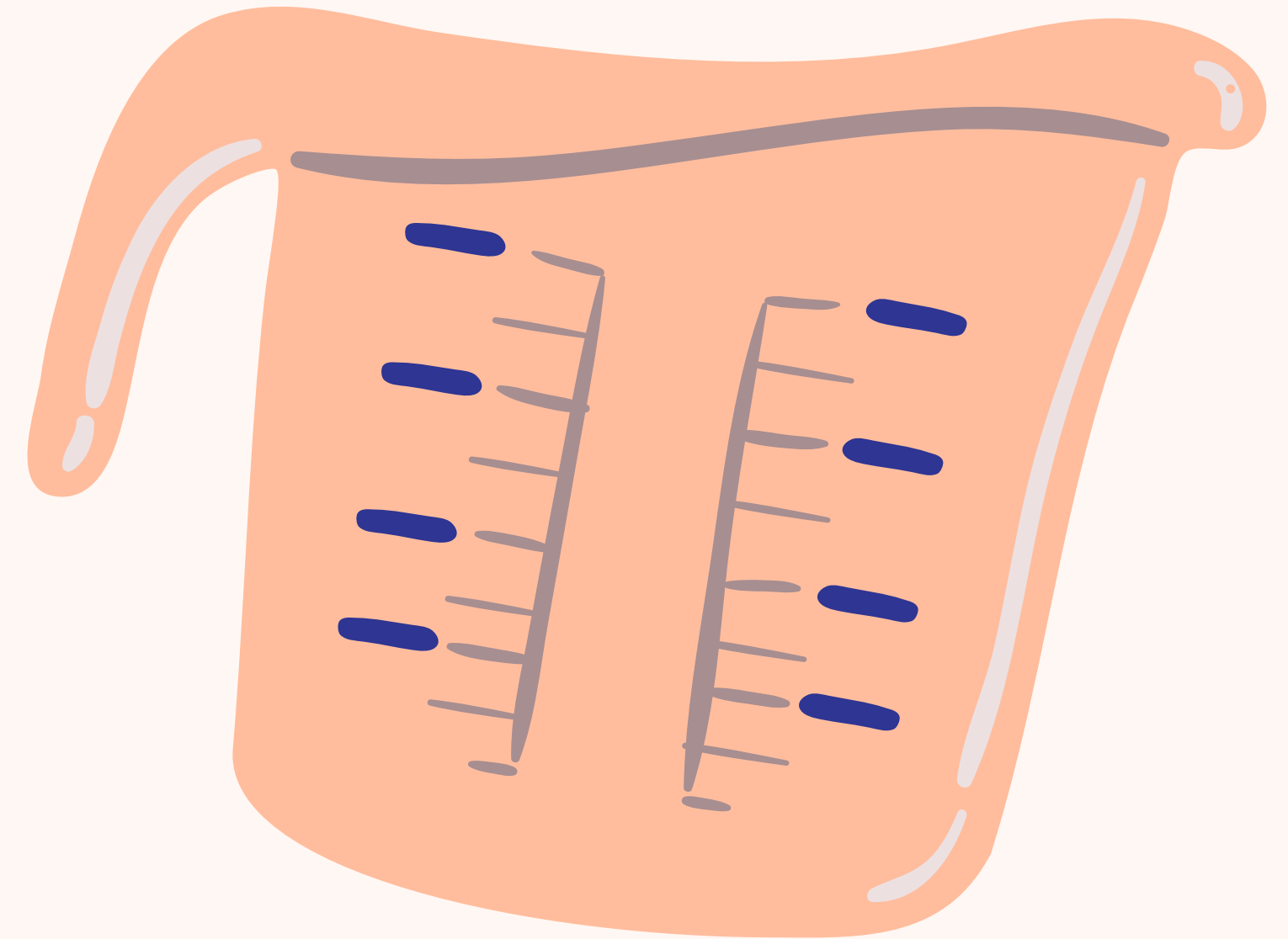
- Coaching can improve proper skill-building.
- Consider Coach to Participant ratio.
- Well-trained and supervised.
- During programming, in-between sessions, or after.
- Is the coach an appropriate fit for the couple?
- Coaches should build rapport with couples.

(Stanley et al., 2020)

PROGRAM FACILITATOR

How do we know
if we are

**MEASURING
UP?**





FIVE-TIERED APPROACH TO PROGRAM EVALUATION
(Jacobs, 2003)



FIVE-TIERED APPROACH TO PROGRAM EVALUATION
(Jacobs, 2003)



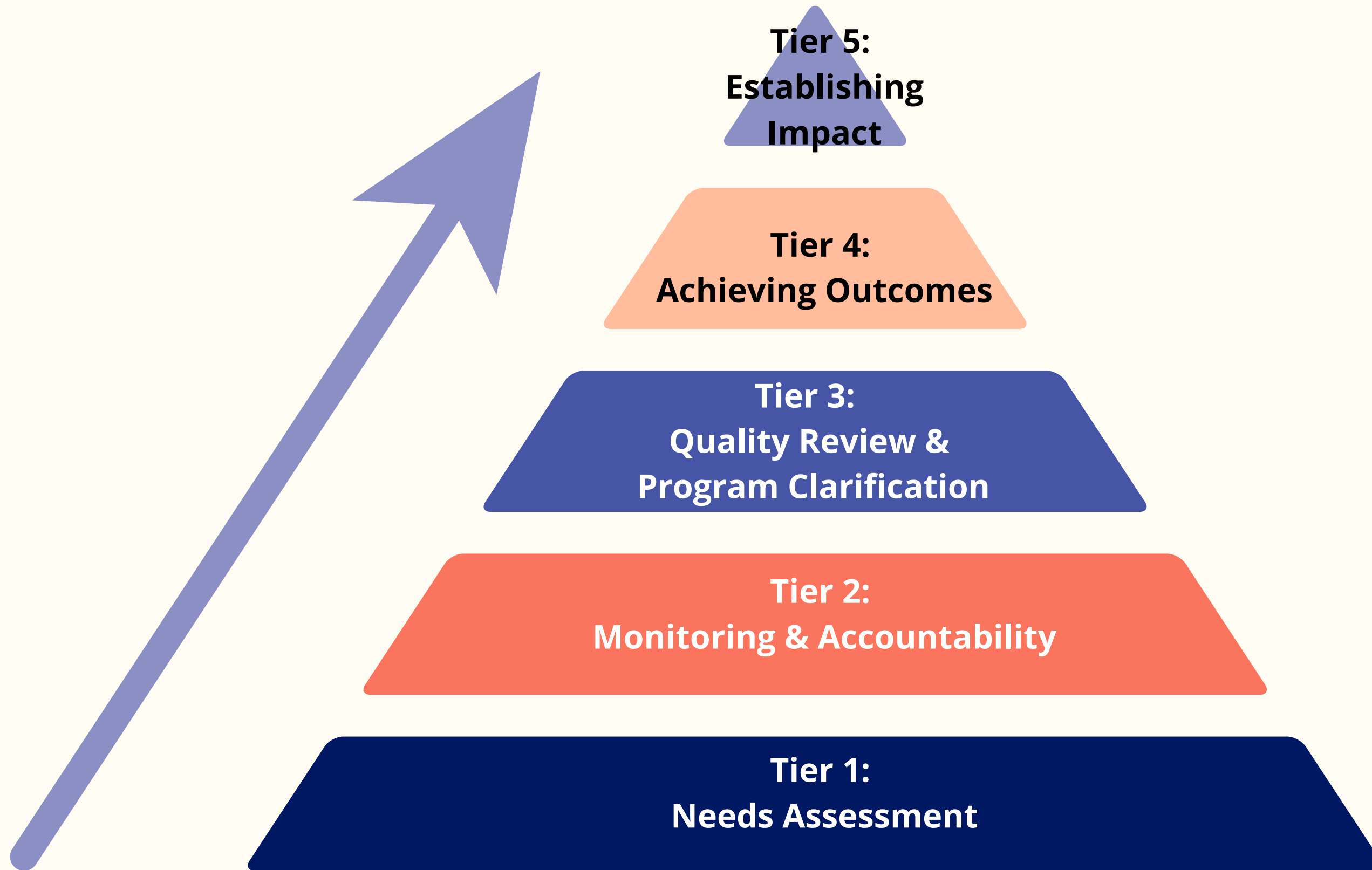
FIVE-TIERED APPROACH TO PROGRAM EVALUATION
(Jacobs, 2003)



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(Jacobs, 2003)



FIVE-TIERED APPROACH TO PROGRAM EVALUATION
(Jacobs, 2003)



FIVE-TIERED APPROACH TO PROGRAM EVALUATION
(Jacobs, 2003)

STRATEGIES TO MEASURE UP



- **FIDELITY MONITORING**
- **PERFORMANCE MEASUREMENT DATA**
 - Attendance, reach, dosage
 - Participant entry/exit surveys
- **CONTINUOUS QUALITY IMPROVEMENT**
- **FORMATIVE EVALUATION**
 - Exit tickets
 - Mid-Program Evaluation
 - Informal Observations

STRATEGIES TO MEASURE UP



- **IMPLEMENTATION EVALUATION**

- Program environment
- Program participants
- Program design and delivery
- Program facilitator
- Participant satisfaction
- Fidelity
- Participant Retention & Engagement
- Quality of delivery
- Length of the program

STRATEGIES TO MEASURE UP



- **OUTCOME EVALUATION:**
 - Pre/Post Outcome Study
 - Quasi Experimental Design
 - Randomized Controlled Trial

Recipe Card Swap





Recipe Brief Subject of the Strategy

From the Kitchen of: Your name/Organization name or email

Directions:
Share your personal favorite
recipe for RME success!

Recipe ideas will be compiled
and shared as a resource
cookbook!

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QUESTIONS FOR THE CHEFS?

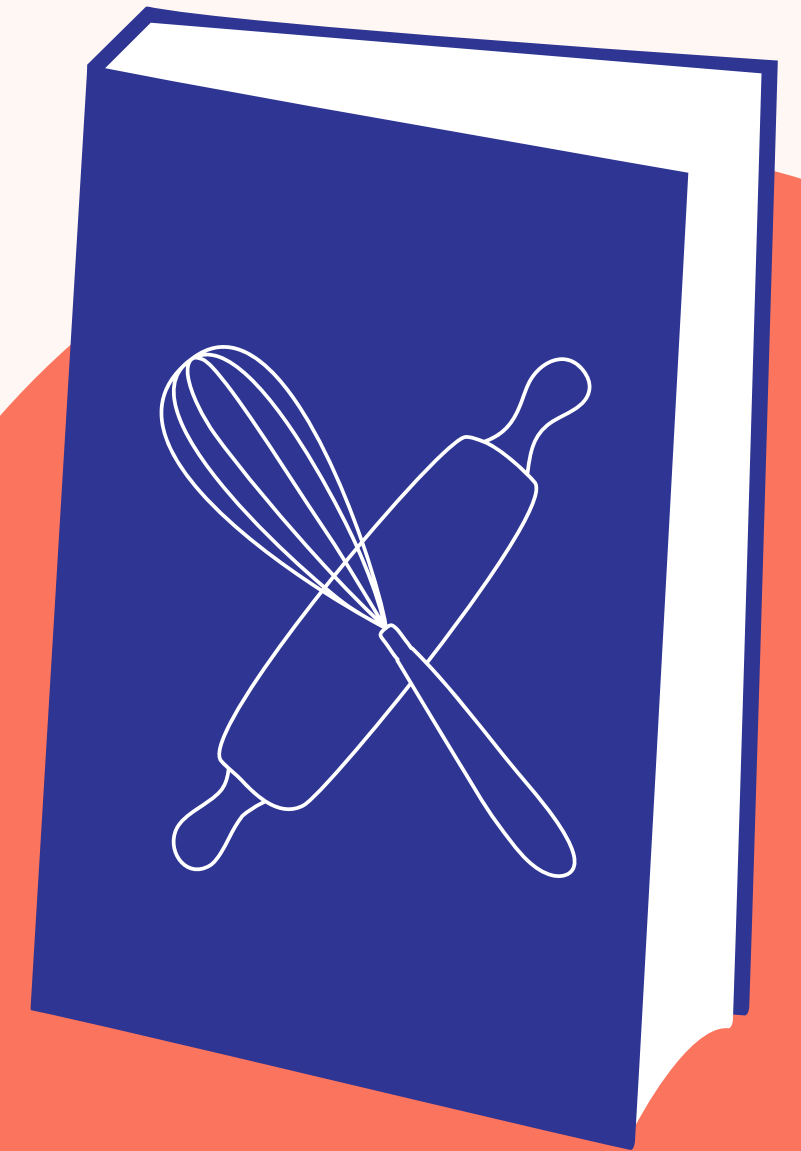
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Thank you for attending the NARME workshop(s). Your feedback, input and suggestions for future NARME Summit is invaluable to us.

