

COMPILED BY JUDY ADAMS

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### Children and child development

**Capital at home and at school: effects on child social adjustment,** by Toby L. Parcel & Mikaela J. Dufur, *Journal of Marriage & the Family*, vol. 63, no. 1, pp. 32-47, February 2001.

This article argues that capital investments in children are essential to the social development and wellbeing of the children. It raises questions about the influence of school and family on the social adjustment of children, and emphasises the importance of social adjustment for children.

**Children in society: contemporary theory, policy and practice,** by Pam Foley, Jeremy Roche & Stanley Tucker, Palgrave in association with the Open University, Basingstoke, UK, 2001.

This book provides a critical and comprehensive account of the theoretical and practical issues associated with working with children and their families. It discusses many of the current social, legal, political and cultural debates around service models and service delivery. Debates on social inclusion, quality of life and the valuing of diversity are included.

**Managing to make it: afterthoughts,** by Frank F. Furstenberg, *Journal of Family Issues*, vol. 22, no. 2, pp. 150-162, March 2001.

This article presents the findings from a ten-year-long research study of five varying neighbourhoods. The research focused on the interactions between parents and the local community that were related to child development. There was little



evidence to suggest that the wellbeing of the family or child was related to the social cohesion, institutional resources or problem behavior levels of the neighbourhood. However, a strong relation between family management and neighbourhood characteristics was revealed.

### Community building

**Building community: a conceptual framework for child protection,** by Ken Barter, *Child Abuse Review*, vol. 10, no. 4, pp. 262-278, July-August 2001.

This paper proposes an innovative strategy to help re-claim those children and families who are at risk. This strategy is based on a community-building framework.

**Building communities: civic renewal and public policy,** by Vicky Nash, *New Economy*, vol. 8, no. 1, pp. 52-54, March 2001.

This article raises two questions: What are the characteristics of a strong community? How can public policy build and foster "strong communities"? Some of the most frequently mentioned factors which contribute to a strong community include: the extent of social capital; good access to public services; a well-designed physical environment; and participation and involvement. The article then discusses how public policy can promote and strengthen these factors. New measures for public policy are suggested.

**Reconnecting household and community: an alternative strategy for theory and policy,** by John H. Scanlon, *Journal of Family Issues*, vol. 22, no. 2, pp. 243-264, March 2001.

This article argues that the model of household isolation that has prevailed in the United States since the 1950s is structurally flawed. Critics of this theory argue that there is a meso layer of society which links households to their communities. This article elaborates this theme by suggesting households may form pacts or alliances in four areas: gender; children/youth; older people; and economic disadvantage.

**The role of neighbourhood and community in building developmental assets for children and youth: a national study of social norms among American adults,** by Peter C. Scales, Peter L. Benson & Eugene C. Roehlkepartain, *Journal of Community Psychology*, vol. 29, no. 6, pp. 703-727, November 2001.

It is important for young people to be involved with unrelated adults, as well as with adult family members. This article examines how unrelated adults can engage with children and adolescents in positive and effective ways.

### Early intervention

**Developing an early intervention program to prevent child maltreatment,** by Aideen Naughton & Alan Heath, *Child Abuse Review*, vol. 10, no. 2, pp. 85-96, March-April 2001.

The development and implementation of a child abuse prevention program is described. This program has a unique approach and uses a variety of intervention strategies, which are described in detail. The first five years evaluation of these clinics show a very high rate of successful outcomes.

**Errorless compliance training with physically abusive mothers: a single-case approach, by Joseph M. Ducharme, Leslie Atkinson & Lori Poulton, *Child Abuse & Neglect*, vol. 25, no. 6, pp. 855-868, June 2001.**

Errorless compliance training is a success-based approach which teaches children to comply with their parents' requests. The approach uses a hierarchy of compliance probabilities, starting with high compliance requests and working through the hierarchy to low compliance requests. Lower compliance requests are introduced at a slow pace to ensure compliance and success for both the mother and child.

**Reducing risk for children in changing cultural contexts: recommendations for intervention and training, by Dorit Roer-Strier, *Child Abuse & Neglect*, vol. 25, no. 2, pp. 231-248, February 2001.**

This paper suggests guidelines for both parents and professionals for the prevention and reduction of risk associated with cultural differences, conflicts and misinterpretations. The paper presents a framework for a five step intervention plan to be used with parents. It also recommends multicultural training for professionals.

## Evaluation

**Building organisational capacity in outcomes evaluation: a successful state association model, by Stephen Ristau, *Families in Society*, vol. 82, no. 6, pp. 555-560, November-December 2001.**

This article describes the planning, development and implementation of an evaluation program called Excellence 2000. This program is aimed at helping family service agencies become proficient at evaluating their service outcomes.

**Defining and measuring program effectiveness at a mental health/social services agency, by Miriam P. Kluger, Nelson Rivera & Marie Mormile-Mehler, *Families in Society*, vol. 82, no. 6, pp. 549-553, November-December 2001.**

This article describes an outcome effectiveness process which is used

by the Village for Families & Children in Hartford, Connecticut.

**Expanding the conceptual basis of outcomes and their use in the human services, by David P. Moxley & Roger W. Manela, *Families in Society*, vol. 82, no. 6, pp. 569-577, November-December 2001.**

This paper aims to expand the conceptual basis of outcome measures in human services into a broader context which includes complex social and organisational influences. The author then discusses how outcomes evolve, how they reflect aspirations and embody moral perspectives.

**The sea change in non-profit human services: a critical assessment of outcomes measurement, by Robert L. Fischer, *Families in Society*, vol. 82, no. 6, pp. 561-568, November-December 2001.**

This paper discusses an outcome measurement approach to program evaluation from the perspective of a direct service agency.

## Family strengths

**Family strengths and the Kansas Marital Satisfaction Scale: a factor analytic study, by Walter R. Schumm-Stephan R. Bollman & Anthony P. Jurich, *Psychological Reports*, vol. 88, no. 3, pt. 2, pp. 965-973, June 2001.**

Research into family processes now focuses on family strengths rather than family dysfunction. This article examines a new model that was developed to measure six concepts of family strengths.

**The strengths perspective in social work practice (3rd edn), by Dennis Saleebey, Allyn and Bacon, Boston, Ma, 2002.**

This book introduces the basic assumptions, values, guiding principles and lexicon of the strengths perspective. It includes an overview of the strength-based approach to practice, as well as ideas about how to discover and use strengths in practice. It investigates the resilience literature, examines the consequences of taking a strength-based approach, and answers some of the most commonly asked questions about it.

## Family support

**Meltdowns and containments: constructions of children at risk as complex systems, by Lynn Nybell, *Childhood*, vol. 8, no. 2, pp. 213-230, May 2001.**

This article examines the current tide of reform of children's services in the United States. The author describes the new wave of service delivery models as "wraparound" services which treat children as "complex systems". This is a very different approach from the traditional ideas of child development which present the developmental stages in a linear, staged and goal-orientated progression.

**Education for self-support: evaluating outcomes using transformative learning theory, by Suzanne Christopher, Tim Dunnagan & Stephen F. Duncan, *Family Relations*, vol. 50, no. 2, pp. 134-142, April 2001.**

This paper describes the use of transformative learning theory to evaluate a family-empowerment project focusing on life skills. Participants of the program were surveyed using open-ended interviews. The results revealed that transformative learning outcomes, such as an empowered sense of self and new connectedness with others, were achieved.

**Helping parents deal with children's acute disciplinary problems without escalation: the principle of nonviolent resistance, by Haim Omer, *Family Process*, vol. 40, no. 1, pp. 53-66, Spring 2001.**

This article describes a "non-violent resistance" intervention for parents to use when dealing with children with acute disciplinary problems. This approach allows for a parental attitude that avoids the usual kinds of escalation between parents and children.

**Who joins a preventive intervention? How risk status predicts enrollment, Henry T. Ireys, Katherine A. DeVet & Robin Chernoff, *Journal of Community Psychology*, vol. 29, no. 4, pp. 417-427, July 2001.**

Families of chronically ill children were recruited for a longitudinal research project. The mothers were then offered an opportunity to

participate in one of two prevention programs. Those mothers that refused to participate in either program continued in the research project. The mothers who refused to participate in one of the prevention programs were more confident, had more support and less depression. They also reported higher functional status and better adjustment in their child. The implications of these findings are discussed.

## Fathers

**Daily variation in paternal engagement and negative mood: implications for emotionally supportive and conflictual interactions, by David M. Almeida, Elaine Wethington & Daniel A. McDonald, *Journal of Marriage & the Family*, vol. 63, no. 2, pp. 417-429, May 2001.**

This study examined the association between the time fathers spent with their children and emotionally supportive or conflictual father-child interactions. It also examined whether the fathers' negative mood moderated these interactions. Findings showed that the more time fathers spent with their children was associated with more positive and supportive interactions, regardless of the fathers' mood.

**Implications of overwork and overload for the quality of men's family relationships, by Ann C. Crouter, Matthew F. Bumpus & Melissa R. Head, *Journal of Marriage & the Family*, vol. 63, no. 2, pp. 404-416, May 2001.**

This study examined the impact of men's long work hours and role overload on their relations with their wives and children. Findings showed that long work hours did not adversely affect the relationship with their wives. However, high levels of role overload did. The combination of long hours and high overload did affect the father-child relationship in a negative way.

**Listening to men's stories: overcoming obstacles to intimacy from childhood, by Carol Dorr, *Families in Society*, vol. 82, no. 5, pp. 509-515, September-October 2001.**

Five white, married men from unhealthy or abusive families of

origin were interviewed in an effort to understand how they overcame the problems from their childhood and were able to be more intimate with their own families. The main themes that were common to their stories included: childhood role models; alternative caregivers; childhood friends; and pivotal later life experiences.

#### Inter-agency cooperation

**Joining up the solutions: the rhetoric and practice of inter-agency cooperation, by Rosemary Webb & Graham Vulliamy, *Children & Society*, vol. 15, no. 5, pp. 315-332, November 2001.**

This article describes a three-year project in which home-school support workers were placed in secondary schools to cooperate with, and coordinate, the other agencies that were working with disaffected and excluded students. The difficulties of co-ordinating external and school-focused agencies are discussed.

#### Parenting and parent education

**Involvement of the personal social network as a factor in parent education effectiveness, by Susan K. Walker & David A. Riley, *Family Relations*, vol. 50, no. 2, pp.186-193, April 2001.**

This study investigated whether parents who receive a newsletter on parenting issues discussed the

information in the newsletter with their social network. It also examined the relation to parental change which resulted from the individual or shared use of the information. The study found that individual use of the newsletter and social sharing of the information had independent effects on parenting. The results support the view that the parenting advice is not accepted or rejected in a vacuum, but is affected by the discussion within the existing social network. This suggests that parenting programs should encourage the shared processing of the information and even target social networks rather than the individual.

**It takes an urban village: parenting networks of urban families, by Nancy L. Marshall, Anne E. Noonan & Kathleen McCartney, *Journal of Family Issues*, vol. 22, no. 2, pp. 163-182, March 2001.**

This study explored the concept of the urban village in African American, European American and Hispanic American families with primary school-aged children. The concept was found in all of the communities but the nature of the networks varied. Findings of the study suggest that parents who receive more emotional support and had less homogeneous social networks were more warm and responsive with their children, provided a more stimulating home

environment and felt more effective as parents. These parenting practices and characteristics were found to be associated with fewer behaviour problems and more social competence in the children.

**Make room for daddy: the pragmatic potentials of a tag-team structure for sharing parenting, by Anna Dienhart, *Journal of Family Issues*, vol. 22, no. 8, pp. 973-999, November 2001.**

This study explores ways in which families can organise themselves to involve the fathers. A tag-team approach, where the differences and the unique contribution of each parent is valued, appears to be a successful formula.

**Parent involvement in family support programs: an integrated theory, by Karen McCurdy & Deborah Daro, *Family Relations*, vol. 50, no. 2, pp. 113-121, April 2001.**

This article outlines a conceptual model of parental involvement in family support programs, which is anchored in ecological and family systems frameworks. A summary of the current literature dealing with the premature departure from services is provided. The article proposes that parental decisions to enroll and remain in support programs are shaped by a variety of factors at different levels of influence. In conclusion the implications of this line

of study for research, practice and policy are discussed.

**What motivates participation and dropout among low-income urban families of colour in a prevention intervention, by Deborah Gross, Wrenetha Julion & Louis Fogg, *Family Relations*, vol. 50, no. 3, pp. 246-254, July 2001.**

This study investigated why low-income urban parents of colour enrolled in a parent training program, and why 30 per cent of them did not complete the program. Most respondents said they enrolled because they wanted to be better parents. Time restraints, program location and the quality of the recruiter were the most cited reasons for dropping out.

#### Resilience

**Resilience in ecosystemic context: evolution of the concept, by Margaret A. Waller, *American Journal of Orthopsychiatry*, vol. 71, no. 3, pp. 290-297, July 2001.**

This article reviews the resilience literature across a diverse range of social science disciplines over the past 20 years. A synthesis of recent findings suggests that resilience is a continual, ever-changing process that is determined by a multitude of factors and occurs within a given ecosystemic context. An ecosystemic context is one in which the interrelatedness and interdependency between individuals and social systems is stressed, rather than stressing within-person factors.

**Raising resilient children: fostering strength, hope, and optimism in your child, by Robert B. Brooks & Sam Goldstein, Contemporary Books, Lincolnwood, Ill. c2001.**

This book aims to help parents focus on their child's strengths, not on their weaknesses. In this way the parents are helping the child to become happier and more resilient. The book offers a clear and practical guide to help parents build resilience.

Judy Adams is Acting Coordinator of the Stronger Families Learning Exchange at the Australian Institute of Family Studies.

