# FASD Prevention Through A Culturally Adapted Life Skills Training Program for First Nations Communities

## Jennilee Louis

*Maskwacis Life Skills Training Program; Maskwacis, Alberta*

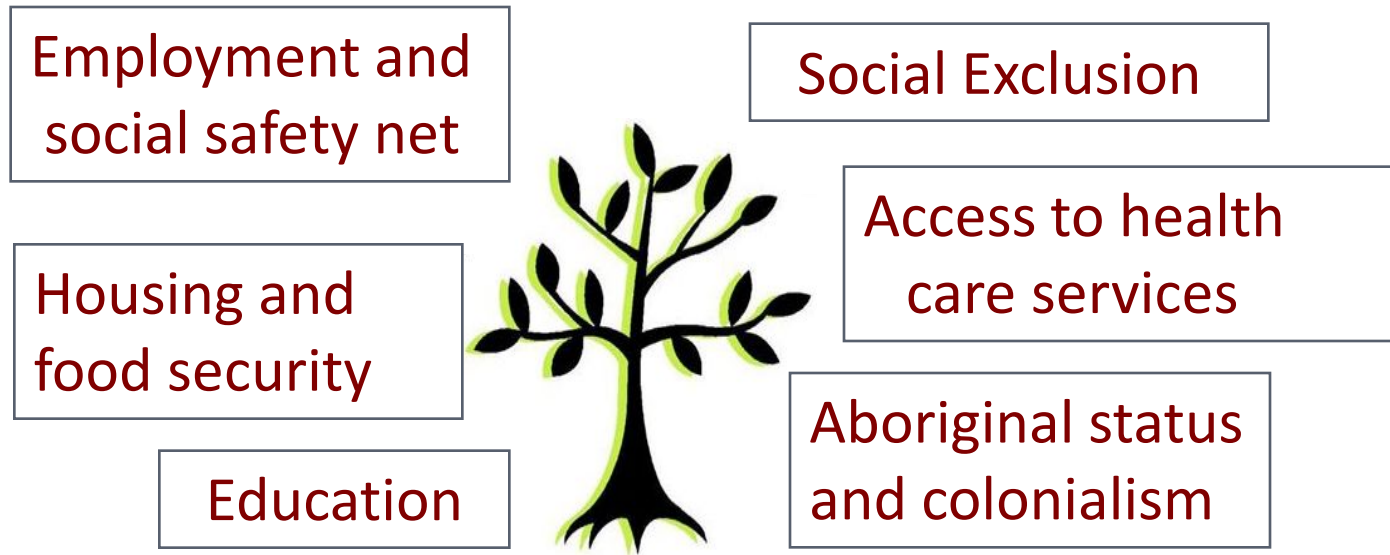## Melissa Daniels

*University of Alberta; Edmonton, Alberta*

# Outline

- Context and Project background
- Outcome Mapping
  - Stages
  - Highlights of OM findings
- Next steps
- Conclusions

# Canadian Context

Employment and social safety net

Housing and food security

Education

Social Exclusion

Access to health care services

Aboriginal status and colonialism

# Project Background

- Maskwacis First Nations communities
  - Recognized need for prevention
- Partnership
  - Members of the Maskwacis Four Nations and University of Alberta researchers
- Community-based participatory research (CBPR)
  - Equitable involvement
  - Collaboration and co-learning
  - Aim for social change

# Maskwacis Life Skills Training Program

- Started with the evidence-based LST program
  - Gilbert Botvin, Cornell University
- Partners worked together to culturally adapt, implement and evaluate the program
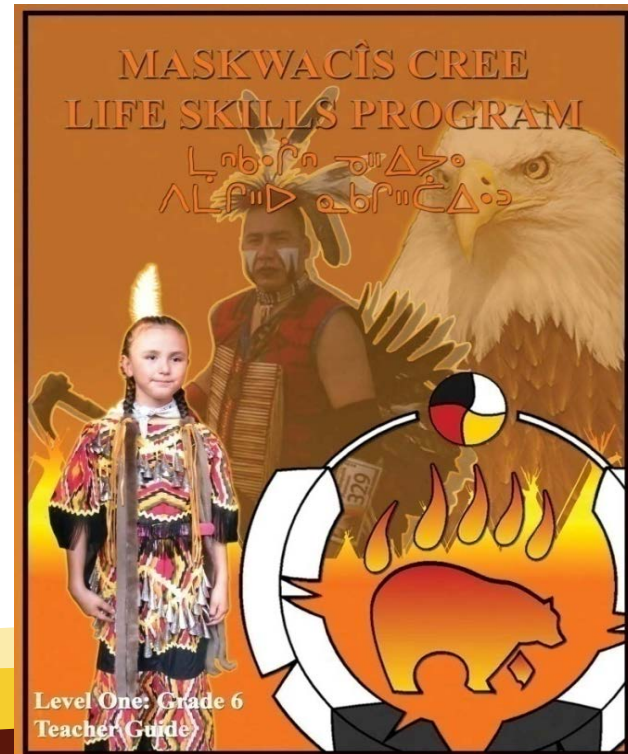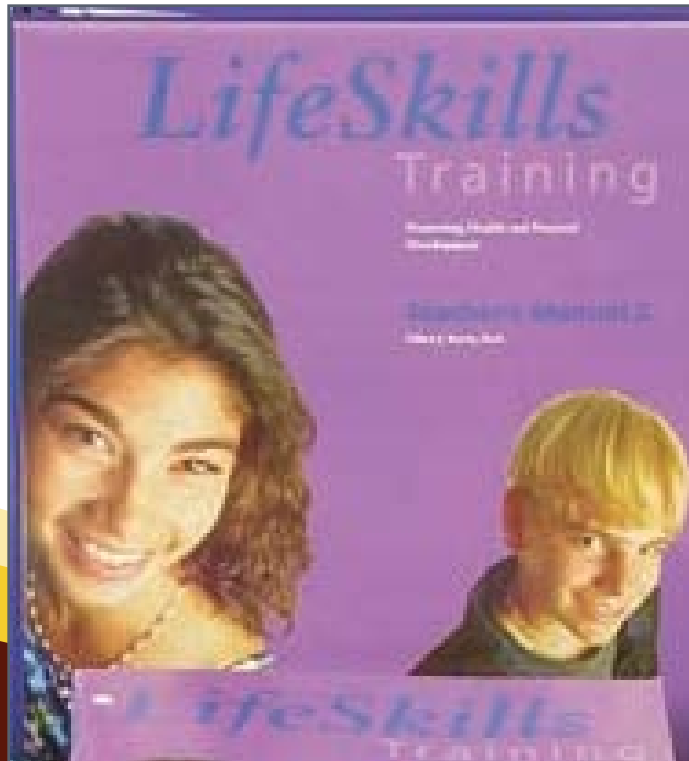
# Maskwacis Life Skills Training Program

- Delivered in the Four Nations schools by community members

# Program Evaluation

- Questionnaires
  - Adapted LST questionnaire
  - Piers-Harris Self-Concept Scale, 2nd Edition

- Focus Groups
  - Elders
  - Program facilitators
  - School personnel
  - Students

- But what about community change, unanticipated outcomes, and "informal data?"

# Outcome Mapping

- Developed in Canada but used primarily for international development

- Participatory planning, monitoring, and evaluation tool

- Looks at outcomes in terms of changes in **behavior, relationships, actions, and activities**

- Focus on **contributions** to outcomes

- Focus on **outcomes** rather than **impact**

- We used OM as a retrospective evaluation tool



Earl, Carden, & Smutylo, 2001

**Intentional Design**

STEP 1: Vision

STEP 2: Mission

STEP 3: Boundary Partners

STEP 4: Outcome Challenges

STEP 5: Progress Markers

STEP 6: Strategy Maps

STEP 7: Organizational Practices

**Outcome and Performance Monitoring**

STEP 8: Monitoring Priorities

STEP 9: Outcome Journals

STEP 10: Strategy Journal

STEP 11: Performance Journal

**Evaluation Planning**

STEP 12: Evaluation Plan

# Step 3: Boundary Partners

- Those individuals, groups, and organizations with whom the program interacts directly.
    - Schools
    - MLST Students
    - Elders
    - Facilitators
    - Education Directors
    - Parents/ caregivers
    - Leadership and administration in the 4 Nations
    - University of Alberta
    - Funders

# Step 4: Outcome Challenges

- Ideal changes in the behavior, relationships, activities, or actions of boundary partners.
  - MLST students:
    - Develop a positive cultural identity with a healthy Nehiyaw lifestyle.
  - Parents:
    - Raise kids in a traditional cultural way that is congruent with the aims of the program.

# Step 5: Progress Markers

- Graduated progress markers for each boundary partner illustrate complexity
  - MLST Students
    - Expect to see: Attend MLST classes
    - Like to see: Demonstrate respect for the Elders
    - Love to see: Speak Cree; Understand the effects of abused substances.

# Step 5: Progress Markers

| Progress Marker | Where are we currently at? (Strong, Medium, Weak, Uneven) | | | | | Direction |
|---|---|---|---|---|---|---|
| | School 1 | School 2 | School 3 | School 4 | School 5 | |
| **Allow us to deliver program** | No | M/U | S | S | M/U | Improving |
| **Provide classroom management** | No | U | U | S | U | Improving |
| **Demonstrate cultural sensitivity** | No | M/U | S | S | M/U | Varies |
| **Welcoming to facilitators** | No | M/U | S | S | S | Improving |
| **Accept / allow Kisikaws cultural workshop and other cultural activities** | Need to ask | W | S | S | M | Improving |
| **Provide logistical support** | No | S | S | S/U | M/U | Declining (this may be due outside factors) |

# Step 6: Strategy Maps

- Identify strategies used by the program to contribute to achieving an outcome

- OM manual
  - Categorize strategies into a six-cell matrix

- Our strategy for strategy maps:
  - Categorize strategies according to:
    - Individual vs. community change
    - Already in place vs. not yet enacted

# Highlights of Our Findings

- Promotion of culture in the schools

- Students practicing culture

- MLST staff connected to the community

- Support from community leadership

- University guidelines

# Next Steps

- Engaging our boundary partners
  - Rate progress markers
  - Contribution analysis
- Reporting
  - To community, funders, academic audience
- Ongoing monitoring
  - Making use of our OM

# Conclusions

- Benefits of Using OM
  - Document stories and anecdotes as data
  - Identify areas of progress
  - Examine unanticipated outcomes

# Conclusions

- Challenges
  - Very time-consuming
  - Steep learning curve
- OM has been highly useful for our prevention program as a retrospective evaluation tool

# Questions?

*Hai hai!*
*Thank-you!*

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