

# Parents' Pūpū Platter Facilitation Information

## Program Goal:

**He 'a'ali'i ku makani mai au; 'a'ohe makani nana e kula'i.**

I am a wind-resisting 'a'ali'i; no gale can push me over.

*Meaning: "I can hold my own even in the face of difficulties." The 'a'ali'i bush can stand the worst of gales, twisting and bending, but seldom breaking off or falling over. (Pukui, 1983, p. 60)*

Native Hawaiian culture offers much practical insight into the goals of prevention and resiliency education. The above 'ōlelo no'eau demonstrates the strength of the 'a'ali'i flower. Though environmental circumstances may be fierce, the foundation of the plant is secure, and the flower is able to endure the storm. We recognize the strength of the family in prevention and resiliency education, and realize that as parents root themselves in relevant cultural values and strong parenting practices, the result will be resilient children who can persevere and succeed in the face of difficulty.

Our program goal is for parents to recognize their own cultural and family values that contribute to a strong family, and learn new strategies that can be implemented to improve their family environments.

## Program Premise

*Research Base—Parent Education vs. Parent Training Programs*

Program research has proven the importance of distinguishing the differences in goals and dynamic between parent training and parent education programs.

Parent education programs differ from parent training programs in that education programs generally involve fewer sessions and do not have the parents practice skills in the groups or do assigned homework.

Training programs, on the other hand, are held over a longer period of time and allow opportunities for active participation and the practice of learned skills.

(Kumpher, 1999, p. 30-31)

Parent education programs can range from a single motivational lecture to a series of lectures that may involve experiential exercises and self-ratings. Program topics include a wide range of ideas on how to improve youth behavior and values. These programs generally involve teaching parents ways to improve their parenting or family relationships. Sometimes these programs involve increasing awareness of community resources to help their family or child. Such programs often include information about the risks of alcohol and drug use, early warning signs of use, other behavioral or family risk factors, the family disease concept, and ways to talk with children about alcohol and drug abuse.



Research also shows that parenting programs are most effective in prevention education when they address key concepts and strategies. The Substance Abuse and Mental Health Services Administration (SAMHSA) lists effective science-based practices when addressing the family domain in prevention education. Critical approaches include developing bonds among parents in the program, ensuring cultural sensitivity, training parents to listen, interact, and use consistent and positive discipline techniques, and utilizing interactive training techniques.

It is important to note that many best-practice parenting programs fall into the training category, rather than the education category. However, it has proven challenging to recruit and retain high-risk parents for longer, intensive programs.

The Parents' Pūpū Platter is a parent education program created with this research in mind. While research indicates that parent training programs achieve greater long term success, community resource personnel experience significant obstacles in connecting with the families most in need of parenting support. The Parents' Pūpū Platter is designed to serve as a bridge, bringing families and community resource agencies together. The name "Pūpū Platter" stems from the format of offering small samples of strategies that span a wide variety of topics. It is hoped that the short sessions will give parents a craving for the full course—courses that can be found in the full programs offered by community agencies. The content and strategies for the series have been selected as a result of feedback from parent focus groups and community agency representatives.

### Instructional Strategies

#### *Multisensory Learning Experiences*

Adult learners have diverse learning needs, much as younger students do. Individuals may learn best using auditory (hearing), visual (seeing), and kinesthetic (doing) methods, so critical information for all components is presented to the learner with visual and spoken approaches, and opportunity for hands-on activities is built into all sessions.

#### *Formal/Direct Instruction*

Participants of the Parents' Pūpū Platter sessions will be presented with a vast array of information and parenting strategies. Due to the limited time for the three sessions, portions of the information will be presented in a formal, lecture style format. However, all direct instruction is supported by visual supplements, and hands-on activities support the application of information presented. Hawaiian culture also places value on observation first, then learning by doing, so that the formal presentation supports the first steps of observation for the participants.

#### *Performance-Based Activities*

Native Hawaiian and many other Polynesian groups have learning styles that differ from traditional Western instructional practices. The following are learning styles common to Native Hawaiian learners:

- Preference for learning through interaction with peers



- Preference for deriving general rules and principles from experience
- Preference for learning in the context of task completion rather than learning for the purpose of learning

Performance-based activities are a strong teaching and learning strategy for Native Hawaiian learners, and are used throughout the Parents' Pūpū Platter Sessions to reinforce new concepts in relevant ways that will become applicable to their own life and experiences. (Kamehameha Schools, 2001, p. 7)

### *Individual Reflection*

Each home has a unique set of environmental factors that play into family dynamics, therefore, it is important for each participant to individually reflect on new information, filtering it with their own situations, values, and experiences. Integrating writing activities allows participants to *own* their experiences, and will allow parents to personalize the information they receive in the sessions. As they are able to process new information in light of their own situations, they then equip themselves to support others and offer new insight into group learning situations.

### *Group Process*

Time spent “talking story” serves multiple purposes for the sessions. This segment allows for commonality and community to be established as participants interact with others in a small group setting. By focusing conversations on principles introduced in the sessions, and allowing the sharing of ideas based on individual experiences, they are able to connect personally with the content and with others. For Native Hawaiian participants, this serves a cultural purpose as well, as group interaction and success is seen as a higher value than individual achievement.

*Note to facilitator:* Sharing time and time allotted to open expression can sometimes present facilitation challenges, particularly when some participants begin to dominate a conversation or monopolize sharing time. To manage an open and encouraging environment for all participants, use the following strategy with participants who monopolize sharing time:

1. Find an effective break in the thought.
2. Validate the feelings by rephrasing the concern or point, and giving verbal affirmation to the sharing individual. *Example: “I see your point; \_\_\_\_\_ is indeed a challenge. That’s a good example for this issue.*
3. If time permits, turn the concern back to the group and invite participation from others. *Example: Has anyone else here experienced this? What did you do or find helpful?*



## Facilitating the Workshops

### *Snacks*

Providing food for each session is optional, however, there are strong cultural ties for Native Hawaiians to building community through eating together. Snacks also provide an opportunity to expand the “pūpū platter” idea. Parents may choose to provide snacks and share potluck-style, or the facilitator/host group may choose to provide the snacks for the participants. Snacking can begin the session, and parents may be encouraged to refill plates during appropriate times during the session. Time should not be set aside only for snacking; it should be built into the group activities/discussions.

### *Introduction/Session Goals & Objectives*

All sessions should begin by emphasizing the ‘ōlelo no‘eau that ties the three sessions together, then the session goals and objectives should be *briefly* presented to the participants. Emphasis on the need to bridge with additional community resources can be added at this point to reinforce the opportunity for additional experiences and support relating to the topic at hand.

### *Group Rules*

While best-practice programs allow participants to set their own group rules, the dynamic of the Parents’ Pūpū Platter does not lend itself well to this practice (different participant groups for each session, short sessions that are information- and activity-heavy, etc.). The sessions will each support the same set of foundational group rules. It should be encouraged that group facilitators, participants, and community agency representatives alike, respect the group rules in order to maintain a safe learning environment for everyone involved in the sessions.

The following ground rules shall be applied to all Parents’ Pūpū Platter Sessions in order to maintain a safe environment for all participants:

*Privacy*—Sensitive information may be shared in the sessions. What is said in the sessions will not be shared. Participants may also choose not to self-disclose. Their wish for privacy will be honored.

*Respect*—Individuals with different perspectives, experiences, and value sets will be sharing and working together. Participants need to be safe to bring forth thoughts and ideas without fear of judgment. An emotionally safe environment will be maintained.

### *Icebreaker*

In order to relax, have fun together, and begin building connections with other session participants, the first activity will be an icebreaker. The icebreaker is selected to illustrate a value or issue that will be addressed within the session content and activities.



### *Presentation*

The presentation is the formal instruction portion of the session. Information presented will support the activities and questions for individual and group process. Visual supplements are presented through PowerPoint presentations, and handouts provide opportunities for participants to interact with the new information. Within reason, the facilitator is encouraged to solicit participant feedback throughout the presentation to maintain a “talk story” feel.

### *Activity*

The activity will support information introduced in the presentation, and provide an opportunity for participants to relate new knowledge to their own personal value sets and experiences. Activities may require independent or group work. Even during an activity that requires individual work, participants should be encouraged to engage with others (soliciting feedback, discussing questions that come up during the activity, etc.) as they complete their task.

### *Personal Reflection*

Each reflection begins with three open-ended statements:

- I learned . . .
- I felt . . .
- I realized . . .

The three open-ended statements are then followed with one or two questions/tasks to be completed in relation to the session content. Participants should be asked to refrain from discussing anything with others at this time. Rather, they should take the time to internalize anything new that the participants may be learning, feeling, or realizing.

This is not to say that the presented content and activities will be new to all participants. Some may realize that this is simply a reinforcement of things they already know, and use the experience to serve as a reminder. Others may realize that they are on the right track with decisions they are making within their family. Still others might experience a clarification or reshaping of values and strategies to be played out in the home environment.

It may be effective to play music quietly in the background. Hawaiian music can further connect participants to their foundational values and culture as they reflect.

### *Small Group Discussion*

The small group discussion will allow participants to share new thoughts and ideas, or expand on any information presented based on their own personal experiences. The small group discussion is not intended to be a complete activity, rather, an extension of previous activities and experiences. Leading questions will be provided to the groups, and the groups will share common experiences, ask other questions, or brainstorm group solutions. Participants should be encouraged to continue the dialog well after the Parents' Pūpū Platter session is over. And, as networks are built throughout the sessions, they will



continue to strengthen as they continue to connect with others around them, sorting and brainstorming through tough or challenging situations together.

### *Large Group Reporting*

A short time will be committed to allowing the individual groups to report to the larger body of participants, noting any significant group “a-ha” moments, group achievements during the activity/discussion, or trends that were noticed as individuals shared. As individuals share, participants should be encouraged to respect the privacy of individual members. Specific names should not be used. Instead, group accomplishments and realizations should be the goals.

### *Community Resources*

The greater goal of the Parents’ Pūpū Platter is to serve as a bridge between community resources for families, and families in the community. Therefore, it is important for agency representatives to not only attend the sessions, but also participate in the activities with the parents. The time spent together will provide parents with connections to resources that can further support their families. Before the close of the session, it is recommended that each agency represented be able to briefly describe any resource they can provide to the families as it relates to the materials covered in the session.

It will be important for the facilitator to communicate with the agency representatives *before* the session, and give very clear time limits for the agency personnel to introduce themselves or their program. They may also want to pass out handouts, flyers, or business cards to disseminate contact information.

### *Closing and Evaluation*

The closing and evaluation time for the evening will include three main components:

1. Sum up the accomplishments of the group for the session, and validate the group’s experiences. Relate these to the goals and objectives introduced at the beginning of the session.
2. Reinforce the importance of the community resources available, and encourage participants to connect with agency personnel if they desire further resources or feel their family may require a greater level of support.
3. Provide an opportunity for participants to evaluate their experience at the Parents’ Pūpū Platter session. Use the feedback to improve subsequent sessions or steer future parent support resources.

*Note to facilitator:* It may be beneficial to share the evaluation results with community agency representatives who participate in the sessions, as they will be able to expand and shape their own resource efforts based on the needs of their community’s families.



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# Parents' Pūpū Platter Objectives

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**Session One:** Introduction to Antisocial Behaviors and the use of Alcohol, Tobacco, and other Drugs

**Session Two:** Communicating Effectively with Your Child: Building Relationships and Setting Boundaries

**Session Three:** Time Management: Resources for Prioritizing and Maximizing Quality Time

## **Performance/Learner Objectives:**

### **Session One:**

- Parent participants will improve their ability to identify signs of antisocial behavior and the use of alcohol, tobacco, and other drugs.
- Parent participants will demonstrate increased confidence in initiating conversations about antisocial behavior and alcohol, tobacco, and drug use with their children.
- Parent participants will be able to identify key community resources available for support in the areas of antisocial behaviors and alcohol, tobacco, and drug use.

### **Session Two:**

- Parent participants will be able to use key verbal strategies to set expectations and resolve conflicts with their children.
- Parent participants will be able to identify verbal and nonverbal communication that supports relationship building.
- Parent participants will be able to identify key community resources available for family and parenting support.

### **Session Three:**

- Parent participants will be able to use effective prioritization and scheduling techniques to manage family time.
- Parent participants will be able to identify activities and strategies that allow for relationship connections to be made even in the face of tight family schedules.
- Parent participants will be able to apply stress management techniques to cope with mounting work, economic, and family pressures.
- Parent participants will be able to identify key community resources and activities for family support and entertainment.



# Parents' Pūpū Platter Outline

## **General Session Outline:**

<b>Introduction</b>	<b>10 minutes</b>
<b>Session Goals &amp; Objectives</b>	
<b>Ground Rules</b>	
<b>Ice Breaker</b>	<b>10 minutes</b>
<b>Presentation</b>	<b>20 minutes</b>
<b>Activity</b>	<b>20 minutes</b>
<b>Personal Reflection (Individual)</b>	<b>10 minutes</b>
<b>Discussion (Small Group)</b>	<b>20 minutes</b>
<b>Reporting (Large Group)</b>	<b>10 minutes</b>
<b>Community Resources</b>	<b>10 minutes</b>
<b>Closing &amp; Evaluation</b>	<b>10 minutes</b>

General group objectives:

- Provide a safe environment that is free of critical judgment for parents to grow both individually and as a community.
- Provide hands-on activities that promote self-discovery.
- Provide an arena for parents to utilize available resources.

*This template is used as a baseline structure for all sessions; however, special circumstances and group dynamics may call for adaptations and timeline flexibility. It is left to the facilitator's best judgment to adapt the flow of activities accordingly.*

