

2008-2009

Winds of Change Campaign Annual Evaluation Report

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Winds of Change Campaign Annual Evaluation Report 2008-2009

Introduction

Florida's Winds of Change campaign has been developed and launched annually for the past six years through a partnership between Prevent Child Abuse Florida (PCA Florida), administratively housed within The Ounce of Prevention Fund of Florida, and the Florida Department of Children and Families. While the need for ongoing public awareness efforts is recognized, the primary focus for Florida's Winds of Change—It's Your Turn! campaign each year is the month of April. This month is known nationally and within Florida as Child Abuse Prevention Month. The Winds of Change campaign activities include statewide distribution of Community Resource Packets; broadcast of television and radio public service announcements (PSAs) in English and Spanish; a bulk order of pinwheels; a press conference to launch the statewide campaign; coordination and advertisement of community events based on a central statewide theme; and a comprehensive section on the Ounce of Prevention Fund's Web site, www.ounce.org, featuring information on the campaign. A description of each campaign activity is provided below:

Community Resource Packets

Community Resource Packets contain an Advocate Guide, a Parenting Guide and a dual sided poster in English and Spanish. Full packets are geared toward agencies serving children and families that want to promote information on healthy child development, positive parenting strategies and community involvement. Community Resource Packets can also be distributed to volunteers in the community that want to be involved in this social issue.

The Advocate Guide includes information to help local agencies build upon the solutions within the community that foster healthy growth and development. The following advocacy tools are included:

- Becoming Involved in Your Community
- Advocating for Children
- Supporting Family-Friendly Workplace Policies
- Offering Support to Parents in Public Places
- Fostering Parent Engagement and Leadership
- Mentoring Youth, Couples and New Parents
- Florida definitions of child abuse, neglect and abandonment
- How to report child abuse and neglect in Florida
- Signs of child abuse and neglect
- Pinwheel making activity

The Parenting Guide is filled with the most up-to-date information on child growth and development and provides resources and tip sheets related to child health, safety and education. National, state and local telephone and internet resources for family support are located within the guide. The 67-page Parenting Guide includes the following tip sheets:

- Understanding Child Development: Parenting Tips Appropriate for Your Child’s Age
- Understanding Healthy Sexual Development: What to Expect as Your Child Grows and Matures
- Supporting Your Child’s Social Development
- Connecting with Your Child At Any Age
- Encouraging Childhood Nutrition and Fitness
- Helping Your Baby Sleep Safe and Sound
- Coping with Crying
- Preventing Shaken Baby Syndrome
- Teaching Your Child to Use the Potty Preventing Childhood Injuries
- Keeping Children Safe in the Car
- Choosing Child Care
- Finding Child Care in Your County
- When to Leave Your Kids Home Alone Keeping
- Kids Safe Online
- Coaching Your Kids from the Sidelines
- Finding Balance Between Home and Work
- Managing Stress
- Helping Kids Cope with Stress
- Finding Family Resources in Your Community
- Easy Phone Reference List for Parents and Caregivers
- Pinwheel Making Activity

The poster promoting the Florida Parent Helpline, 1-800-FLA-LOVE, is included with all packets and is dual sided in English and Spanish with individual tear off tabs at the bottom. The poster encourages parents and caregivers to call the Florida Parent Helpline for child development information, parenting tips and resources in their community. The message on the poster includes the theme of the campaign, “It’s Your Turn!” and the 2008 focus group selected tagline, “Raise the Leaders of Tomorrow.”

Television and Radio Public Service Announcements

Three PSAs, designed to appeal to the three target audiences of the campaign, are aired throughout the month of April. Two PSAs are aimed at young parents and families that encourage them to seek information on child development and family support through community members and the Parent Helpline. The third PSA encourages the retirement community to reach out and support a family in their neighborhood. All PSAs provide the statewide Florida Parent Helpline as a resource to call. For 2009, PCA Florida spent \$100,000 on media broadcast. In 2009, there was greater coverage of the Spanish-speaking population in Florida, a growing population that has had little exposure to the announcements in previous years.

Statewide Press Conference

To launch the statewide campaign, PCA Florida holds a press conference, to provide the media the opportunity to “one-stop shop” for news on child welfare issues in Florida as well as an abundance of photo opportunities. By bringing together several authorities in the area of child abuse and neglect prevention, including leaders of and participants in effective prevention programs, the press conference generates a large amount of media exposure.

Pinwheels

In addition to the written materials that are supplied through PCA Florida, pinwheels are displayed in communities during the month of April. PCA Florida coordinates a statewide bulk purchase of the pinwheels and joins the Prevent Child Abuse America national office in a national bulk order. The pinwheel represents PCA Florida’s efforts to change the way our state thinks about prevention, focusing on community activities and public policies that make prevention a priority to make sure child abuse and neglect never occur. In short, the pinwheel represents the need for children to be a priority in the community right from the start. Pinwheel gardens are also a positive visual aid for community members and communicate our tagline, “Raise the Leaders of Tomorrow” in an engaging and solution-oriented frame.

Local Events

Events from Pensacola to Key West take place in recognition of Child Abuse Prevention Month. Family fun days, walk-a-thons, picnics, forums and other activities to raise awareness about children’s issues are held to highlight solutions that exist within the community.

Theory Guiding the Winds of Change

The underlying theoretical approach for the Winds of Change campaign, Strategic Frame Analysis, identifies frames as key in how issues are communicated to and interpreted by audiences. Quoting from the developers of this theoretical approach (Frameworks Institute), it is described as follows:

Strategic frame analysis™ is an approach to communications research and practice that pays attention to the public’s deeply held worldviews and widely held assumptions. This approach was developed at the FrameWorks Institute by a multi-disciplinary team of people capable of studying those assumptions and testing them to determine their impact on social policies.

Recognizing that there is more than one way to tell a story, strategic frame analysis taps into decades of research on how people think and communicate. The result is an empirically-driven communications process that makes academic research understandable, interesting and usable to help people solve social problems...Put simply, framing refers to the construct of a communication — its language, visuals and messengers — and the way it signals to the listener or observer how to interpret and classify new information. By framing, we mean how messages are encoded with meaning so that they can be efficiently interpreted in relationship to existing beliefs or ideas. Frames trigger meaning.

The questions we ask, in applying the concept of frames to the arena of social policy, are as follows:

- How does the public think about a particular social or political issue?
- What is the public discourse on the issue? And how is this discourse influenced by the way media frames that issue?
- How do these public and private frames affect public choices?
- How can an issue be reframed to evoke a different way of thinking, one that illuminates a broader range of alternative policy choices?

This approach is strategic in that it not only deconstructs the dominant frames of reference that drive reasoning on public issues, but it also identifies those alternative frames most likely to stimulate public reconsideration and enumerates their elements (reframing). (Refer to www.frameworksinstitute.org.)

Summing up, a frame can be described as a “way of viewing” a social issue or a “context” for presenting and responding to messages in the media. These frames need to be understood and have the correct messages inserted in order to promote the desired behavioral changes. Child abuse and neglect has its own frame that is influenced by a cultural context that determines how people view the issue. As examples, the frame is affected by: 1) concerns about children that are related to changes in the traditional 2-parent family, 2) assumptions about the development of children that are based on misinformation and 3) child abuse being associated with physical harm while viewing some disciplinary actions as acceptable (Bostrom, 2003). By adopting this approach, the messages that were developed for the campaign focused on positive solutions. Scenarios that shared positive ways for improving the situations faced by parents and children were the content for the PSAs. Current and well-researched information on parenting practices provided the content for the parent resource booklets. Knowledge about child development and encouraging community engagement in prevention became important frames in the Winds of Change.

Evaluation of the Winds of Change Campaign

Building from the theoretical base described in the previous paragraphs, the Florida Winds of Change campaign has an overall goal to **prevent child abuse and neglect by promoting a better understanding of child development, positive parenting practices and community action**. In order to achieve the overall campaign goal, campaign activities are delivered with the following objectives as short-term outcomes:

- 1) Ensure a high level of awareness of the campaign to prevent child abuse and neglect.
- 2) Increase knowledge of child development.
- 3) Increase knowledge of child disciplinary techniques that are developmentally appropriate and nonviolent.
- 4) Increase knowledge of community supports for parents and caregivers.
- 5) Increase use of community supports for parents and caregivers.
- 6) Increase public perception that child abuse and neglect can be prevented before it ever happens.

A logic model for the Winds of Change campaign, developed as part of the BECAUSE Kids Count! Project, appears in Figure 1 and a theory of change appears in Figure 2.

Evaluation of the Winds of Change campaign began in fiscal year 2007-2008 and included several components. The groundwork for the evaluation of the campaign was developed as an evaluation plan during the BECAUSE Kids Count! Project funded by Prevent Child Abuse America. The evaluation components in that plan included a content analysis of online newspaper and television articles prior to, during and after the campaign using newspaperclips.com. Another component was the analysis of data based on calls to the parent helpline (1-800-FLA-LOVE) during the fiscal year to identify changes in the number of calls and the topics for the calls prior to, during and after the campaign month. Surveys of the local coordinators for the campaign throughout the state and community stakeholders were conducted to request feedback after the campaign using Constant Contacts. These surveys served as a formative component in the evaluation by providing feedback on the campaign activities and offering suggestions for improving the campaign. Parent focus groups were conducted throughout the state as another component to assist with the development of a campaign poster during the first year. In 2008-2009, the evaluation components from the first year were expanded to include the use of parent focus groups to provide qualitative data by documenting receptivity and reactions to two campaign stimuli, PSAs and the parent resource materials. These groups were also a supplement to another Year 2 component, an efficacy study or web-based panel survey, and added to the evaluation's reliance on a mixed methods approach. The efficacy study included advances in the evaluation methodology by incorporating an experimental design and measurement at multiple points in time.

Figure 1. Winds of Change Logic Model

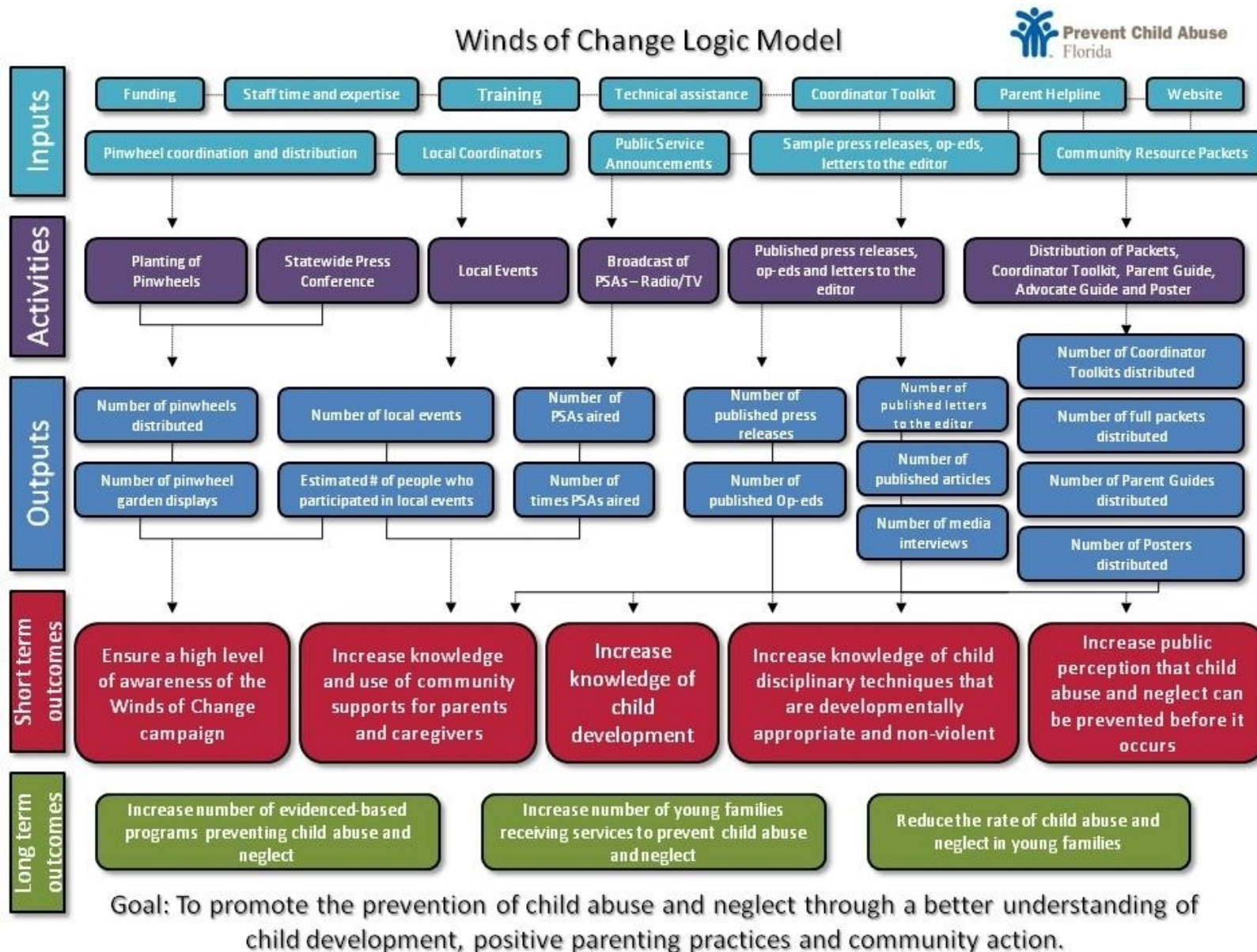


Figure 2. Theory of Change for Winds of Change

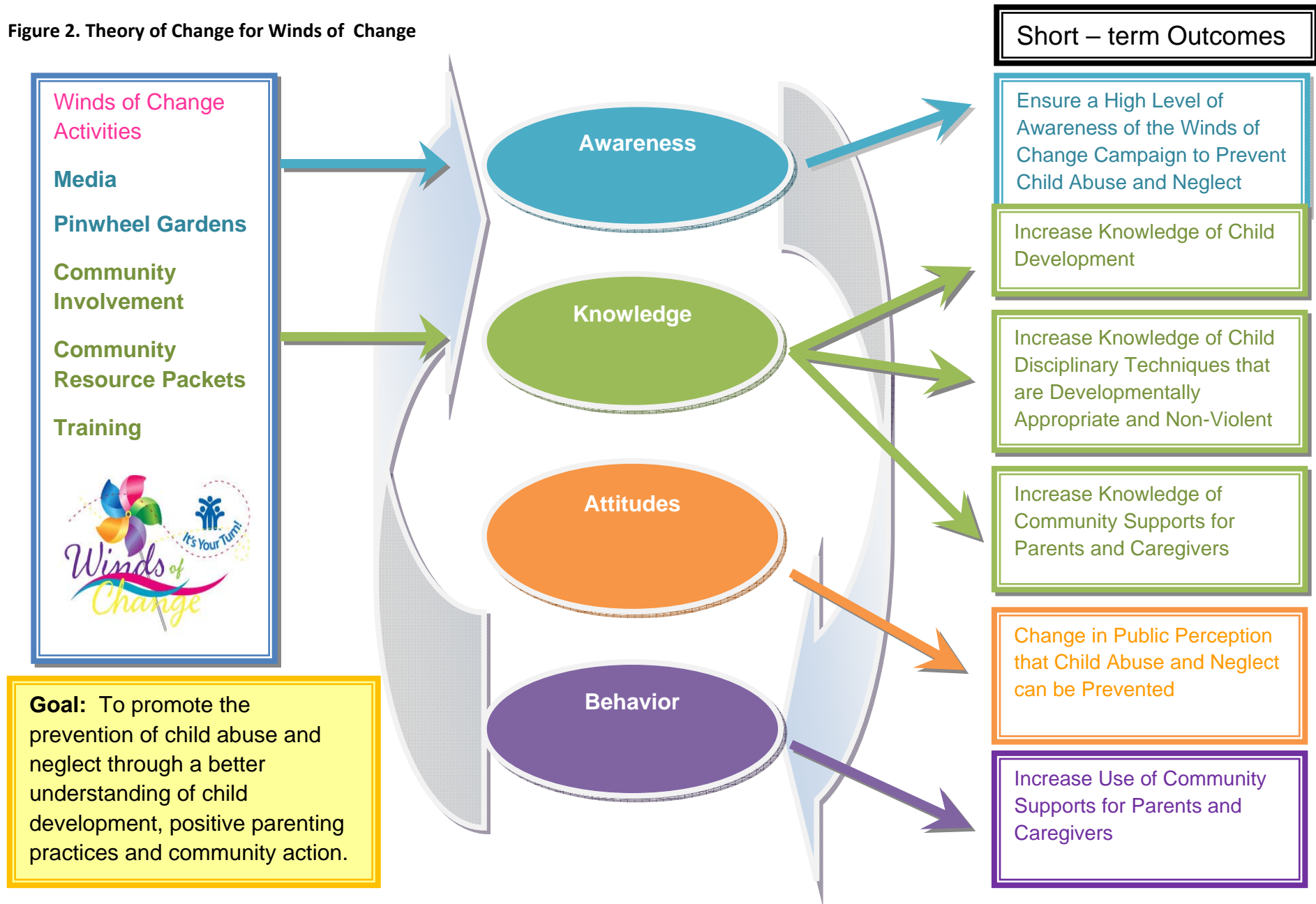


Figure 3 displays a matrix with the evaluation component that corresponds with each outcome for the campaign in the evaluation plan. This plan covered two fiscal years with the end of the second year being July 31, 2009. The sections in this report refer to each methodology displayed in Figure 3 and include the following components:

- Campaign Community Coordinator and Stakeholder Surveys
- Media Content Analysis (Online Newspaper, Radio and Television)
- Analysis of Parent Helpline Call Data
- Focus Groups
- Efficacy Study (Web Panel Survey)

Figure 3. Evaluation of Florida's Winds of Change Campaign Outcome and Methods Chart (Two Years)

Campaign Outcomes	Method 1 Community Coordinator and Stakeholder Surveys	Method 2 Print and Television Media Content Analysis (Newspaperclips)	Method 3 Analysis of Parent Helpline Call Data	Method 4 Focus Groups	Method 5 Efficacy Study (Web Panel Survey)
Outcome 1: Ensure a high level of awareness of the Winds of Change Campaign	Year 1 (formative) Year 2 (formative)	Year 1 (baseline) Year 2	Not appropriate	Year 1 (poster development) Year 2 (receptivity to campaign stimuli)	Year 2 (experimental design; pre/post measures for outcomes)
Outcome 2: Increase Knowledge of Child Development	Year 1 (formative) Year 2 (formative)	Year 1 (baseline) Year 2	Not appropriate	Year 2 (receptivity to campaign stimuli)	Year 2 (experimental design; pre/post measures for outcomes)
Outcome 3: Increase Knowledge of Child Disciplinary Techniques that are Developmentally Appropriate and Nonviolent	Year 1 (formative) Year 2 (formative)	Year 1 (baseline) Year 2	Not appropriate	Year 2 (receptivity to campaign stimuli)	Year 2 (experimental design; pre/post measures for outcomes)
Outcome 4: Increase Knowledge and Use of Community Supports for Parents and Caregivers	Year 1 (formative) Year 2 (formative)	Year 1 (baseline) Year 2	Year 1 (baseline) Year 2	Year 2 (receptivity to campaign stimuli)	Year 2 (experimental design; pre/post measures for outcomes)
Outcome 5: Increase Public Perception that Child Abuse and Neglect can be Prevented before it Occurs	Year 1 (formative) Year 2 (formative)	Not appropriate	Not appropriate	Year 2 (receptivity to campaign stimuli)	Year 2 (experimental design; pre/post measures for outcomes)
Additional Outcomes Related to Motivation to Prevent and Prevention Action					Year 2 (experimental design; pre/post measures for outcomes)

References

Bostrom, M. (2003). *Discipline and Development: A Meta-Analysis of Public Perceptions of Parents, Parenting, Child Development and Child Abuse*. Washington, DC: FrameWorks Institute.

Frameworks Institute. Strategic Frame Analysis. Retrieved July 30, 2009, from <http://www.frameworksinstitute.org/perspective.html>

Community Campaign Coordinators and Stakeholders Survey

As the first evaluation component covered in this report, the Winds of Change Campaign Survey was sent to local community campaign coordinators and community stakeholders to gain feedback about the Winds of Change campaign conducted during April 2009 for Child Abuse Prevention Month in Florida. The survey asked questions about the community stakeholder's role in the community, receipt of materials, review of materials, participation in community prevention events, use of pinwheels and awareness of campaign PSAs.

Respondents

The campaign coordinator survey was sent to 11 local community Winds of Change campaign coordinators in June 2009. Eight of the 11 or 73 percent campaign coordinators responded to the survey. Of the eight that responded, there were 62.5 percent for whom this was their first year in the role of coordinator as depicted in Table 1.

Table 1. Years as Local Campaign Coordinator

How many years have you worked as a campaign coordinator for the Winds of Change campaign in your community?		
	Number of Response(s)	Percent
This was my first year (2009)	5	62.5
2 years	1	12.5
3 years	1	12.5
4 years	0	0.0
5 years	0	0.0
6 years (since 2004)	0	0.0
No Responses	1	12.5
Total	8	100.0

The community stakeholder survey was sent to 96 community stakeholders in June and July 2009. Twenty-four of the 96 or 25 percent of the community stakeholders receiving the survey responded. Of those responding, most indicated that they were professional staff working in a family support program as shown in Table 2.

Table 2. Primary Community Role

In this community, my primary role(s) are (check all that apply):		
	Number of Response(s)	Percent
Professional staff working in a family support program	14	58.3
Member of an advisory board for a family support program	3	12.5
Business partner interested in supporting families	0	0.0
Volunteer in a program serving children or families	0	0.0
Leader in a civic organization that funds or supports programs serving children or families	4	16.6
Leader in the faith community	2	8.3
Other	7	29.1
Total	24	100.0

Some respondents provided useful insights in their open-ended responses for strengthening and improving local community campaigns. Their comments are provided below verbatim:

“I am afraid that our effort has suffered because in the last five years, four different organizations have managed the campaign and distribution of materials. I understand that you did not have much choice in this, but we’ll be ‘more ready,’ next year.”

“I know they (a local county child abuse prevention task force) are really interested in hearing what happens in other areas of the state during April. The task force is going to revamp it’s plan for the month and is considering a variety of ideas. They look forward to your broad view and some new ideas! I hope you can plan to come.”

“Get stuff out to the community more rather than to providers.”

“Greater partnership in the dissemination of materials”

“Prepare and distribute materials much earlier. Need them in the community by Jan. 2010 in order to successfully prepare a school and community-based campaign. By the time I received materials, it was too late to do much of anything with them. I really only scanned them.”

Survey Response Data

All of the responses to the online survey are presented in the following tables for both the campaign coordinator and the community stakeholder surveys.

Campaign Theme and Message

The theme of Child Abuse Prevention Month 2009 was Winds of Change - It's Your Turn. The theme represents a shift from the more negative message of preventing child abuse to a more positive message of valuing children and strengthening families. Campaign coordinators were asked if they were aware of the theme. Seven of eight or 87.5 percent of them were aware of the campaign theme. Of the community stakeholders responding, 18 or 75 percent were aware of Florida's campaign theme. The data are presented in Table 3.

Table 3. Awareness of Winds of Change - It's Your Turn Theme

I am aware that Winds of Change - It's Your Turn was the Florida campaign for the 2009 Child Abuse Prevention Month.		
<i>Local Campaign Coordinators</i>		
	Number of Response(s)	Percent
Yes	7	87.5
No	0	0.0
No Responses	1	12.5
Total	8	100.0
<i>Community Stakeholders</i>		
Yes	18	75.0
No	6	25.0
No Responses	0	0.0
Total	24	100.0

While many still understand the campaign mission and frame their message in the more traditional language of preventing child abuse, the focus on reframing with positive messaging may be taking hold within communities, based on open-ended responses from campaign coordinators and community stakeholders provided below without editing.

“And, a final FYI - We are really getting on the Strengthening Families bandwagon down here. We are trying not to even say the word Prevention and instead focus on strength based models to talk about what parents and children need to be safe and secure. We have just opened our first family resource center here in (the local county) and we talk about valuing children, strengthening families and engaging the community! Not a word about prevention of child abuse...”

“Keep the message positive so that more people in the community feels empowered to become involved.”

“An invitation and obligation for all residents to become involved in the community to support families and protect children.”

“To engage the community for the support of children and make children and their issues a priority.”

Campaign Materials

The campaign included a set of informational materials that were distributed to community stakeholders for further distribution to parents and for use in campaign events and activities. The materials included a Community Resource Packet that contained a Parenting Guide, an Advocate Guide and a “Raise the Leaders of Tomorrow” poster.

The survey respondents were asked if they received the materials and if they read them. The data is summarized in Table 4 and 5. Half of the campaign coordinators (4 of 8) indicated that they had received all the materials. A large majority (75%) of the campaign coordinators received the Community Resource Packet. The Advocate Guide was the campaign resource reported as received least often with 50 percent indicating they had received it. The item read most by the campaign coordinators was the Community Resource Guide (75%) followed by the Parenting Guide (62.5%). The item read least was the Advocate Guide.

Similarly, the community stakeholders were asked about receipt of campaign materials and if they had read the materials. The most frequently received item again was the Community Resource Packet with 70.8 percent of the community stakeholders receiving this item. The Advocate Guide was the campaign resource reported again as received least often with 33.3 percent indicating they had received it. The item read most by community stakeholders was the Community Resource Guide (45.8%) followed by the ‘Raise the Leaders of Tomorrow’ poster (37.5%). The item read least (16.6%) was the Advocate Guide.

Table 4. Receipt of Winds of Change Materials

I received the 2009 Winds of Change (check ALL that apply):		
<i>Community Coordinators</i>		
	Number of Response(s)	Percent
Community Resource Packet	6	75.0
Parenting Guide	5	62.5
Advocate Guide	4	50.0
'Raise the Leaders of Tomorrow' Poster	5	62.5
I did not receive these materials	0	0.0
Total	8	100.0
<i>Community Stakeholders</i>		
Community Resource Packet	17	70.8
Parenting Guide	11	45.8
Advocate Guide	8	33.3
'Raise the Leaders of Tomorrow' Poster	9	37.5
I did not receive these materials	7	29.1
Total	24	100.0

Table 5. Read Winds of Change Materials

I read the 2009 Winds of Change (check ALL that apply):		
<i>Campaign Coordinator</i>		
	Number of Response(s)	Percent
Community Resource Packet	6	75.0
Parenting Guide	5	62.5
Advocate guide	3	37.5
'Raise the Leaders of Tomorrow' Poster	4	50.0
I did not read these materials	0	0.0
Total	8	100.0

Table 5. Read Winds of Change Materials (continued)

I read the 2009 Winds of Change (check ALL that apply): (Continued)		
	Number of Response(s)	Percent
<i>Community Stakeholder</i>		
Community Resource Guide	11	45.8
Parenting Guide	7	29.1
Advocate Guide	4	16.6
'Raise the Leaders of Tomorrow' Poster	9	37.5
I did not read these materials	3	12.5
Total	24	100.0

Community Activities

Special community events that are organized locally are also a component of Child Abuse Prevention Month. Campaign coordinators and community stakeholders were asked if they had participated in at least one activity in their community. Campaign coordinators' and community stakeholders' responses are summarized in Table 6. Of the eight campaign coordinators that responded to the survey, 62.5 percent participated in at least one activity during the April 2009. Of the 24 community stakeholders that completed the survey, 83.3 percent participated in at least one activity during the month.

Table 6. Participation in Child Abuse Prevention Month Activity

I participated in at least one activity in the community for Child Abuse Prevention Month.		
<i>Campaign Coordinators</i>		
	Number of Response(s)	Percent
Yes	5	62.5
No	1	12.5
No Responses	2	25.0
Total	8	100.0
<i>Community Stakeholders</i>		
Yes	20	83.3
No	3	12.5
No Responses	1	4.1
Total	24	100.0

The open-ended comments of respondents illustrate the diversity of activity types conducted in conjunction with Child Abuse Prevention Month.

- "Protect Your Child" Fair that had dozens of local agencies represented to give out prevention and intervention materials to children and parents. Pinwheels were also handed out.
- Child Abuse Prevention Walk
- Kick Off Event
- Our Kids World Family Fun Fest, Splash to Recovery and Wellness and a radio show discussion
- Reading the names of children killed by abuse
- Public forum
- Proclamations by the county
- Activities at 3 of the Neighborhood Family Centers
- Light of Hope Ceremony
- Safety Fair
- Celebrate the Child
- "It's All about Kids" which coincided with Children's Week in Florida
- Distributing child abuse prevention materials in an at risk neighborhood
- Community Resource Fair at a park

Use of Pinwheels

The distribution and planting of pinwheels is a signature of the campaign. The pinwheels are planted randomly or in pinwheel gardens. Only the community stakeholders were asked whether they saw or planted pinwheels in their community. A large percentage of community stakeholders (83.3%) saw or planted pinwheels during April 2009 as part of the campaign effort as shown in Table 7.

Table 7. Use of Pinwheels for Child Abuse Prevention Month

I saw or planted pinwheels in my community for Child Abuse Prevention Month.		
<i>Community Stakeholders</i>		
	Number of Response(s)	Percent
Yes	20	83.3
No	4	16.6
No Responses	0	0.0
Total	24	100.0

The respondents also commented on the meaning that they associated with the pinwheels through their open-ended comments, which were quite varied.

- Safe and happy children
- Ways to prevent child abuse
- Helpful information to families
- Abused and neglected children in our community
- Number of births in the county
- Victims of abuse
- Children in the county
- A shift to nurturing and supporting children
- Changing potential child abuse into child care
- Happy families

Another comment from a respondent illustrates how the pinwheels provide an opportunity to engage the community in conversation around strengthening families and keeping children safe.

“Pinwheels-Folks LOVE the pinwheel gardens. I know the biggest display did not reflect the message of the Winds of Change, but it did draw a lot of attention and we were able to then talk about prevention and strategies to strengthen families. I think we got to talk about the focus of the campaign. This year, as you may remember, we used the pinwheels you sent to set up ‘gardens’ in front of agencies working with families. They each had 75-200 pinwheels and we picked out places on busy streets. The agencies reported the parents they served were curious about the displays and pleased, too.”

Use and Coverage of Media

A final component of the campaign for Child Abuse Prevention Month was the broadcasting of PSAs over television and radio. The survey asked the two respondent groups if they had seen or heard at least one PSA during April 2009. The respondent data are summarized in Table 8.

Four community stakeholders (16.6%) and one campaign coordinator (12.5%) indicated that they had seen or heard at least one public service announcement. It is not known why so few campaign coordinators and community stakeholders reported hearing or seeing the public service announcements aired during the month of April 2009. One obvious question is whether the funding for this element of the campaign is adequate to ensure coverage with sufficient intensity throughout all regions of the state. Some respondents also indicated in their open-ended comments the need for more frequent broadcasting of the PSAs.

Table 8. Awareness of Winds of Change Public Service Announcements

I saw or heard one or more public service announcements related to Child Abuse Prevention Month or the Florida Winds of Change campaign on radio or television during April.		
<i>Campaign Coordinators</i>		
	Number of Response(s)	Percent
Yes	1	12.5
No	5	62.5
No Responses	2	25.0
Total	8	100.0
<i>Community Stakeholders</i>		
Yes	4	16.6
No	19	79.1
No Responses	1	4.1
Total	24	100.0

Content Analysis: On-Line Newspaper and Television Media

This component of the evaluation of the campaign was focused on newspaper and television media. The media can serve as a recipient as well as a conduit for Winds of Change campaign messages. In public awareness campaigns, it is valuable to have the media interpreting and then reporting the campaign messages as intended. For the Winds of Change campaign, examining content in the media before, during and after April, Child Abuse Prevention month, was valuable in developing a better understanding of how the campaign is interfacing with the media. Data compiled and analyzed in this section serve as one set of indicators of performance of the campaign. It is also important to note that the media is considered a major partner in improving parenting knowledge, which is a key element in three of the outcomes for the Winds of Change campaign.

The content analysis was based on a methodology that relied on an on-line media service provider called newspaperclips.com. This source for online media covers 125 state newspapers and 22 television stations in Florida (updated 10/18/07). As part of the services available through this internet provider, words or phrases can be selected and the provider website has the capability to search for them using the on-line media content it accesses throughout the state. In the first phase of this evaluation component, words or phrases that corresponded with each of four outcomes were identified. These words or phrases were then entered in the media service with counts of the occurrence of these words

or phrases compiled each week during two months before April, during April and one month after April. The time period was from 2/1/09 through 5/30/09. The words or phrases and the corresponding outcomes are listed below:

Evaluation Outcomes (includes only 4 outcomes)	Words and Phrases for Search (* used to capture variations of the term in the search function)
Outcome 1: Ensure a high level of awareness of the Winds of Change Campaign	Child Abuse Prevention Month Winds of Change Pinwheel* It's your turn
Outcome 2: Increase Knowledge of Child Development	Child* development Child* growth Parent* education Parent* tip* Parent* toolkit
Outcome 3: Increase Knowledge of Child Disciplinary Techniques that are Developmentally Appropriate and Nonviolent	Child* discipline Positive parent* spanking
Outcome 4: Increase Knowledge of Community Supports for Parents and Caregivers	Parent* helpline 1-800-FLA-LOVE Parent* support* Community support for parent* Community support for family* Parent* resource* Mom* support* Family resource*

During the compilations, the number of occurrences of the words and phrases that were in unique articles, media spots or letters to the editor were identified separate from the total. In addition, the compilation identified the use of the words and phrases in a negative report versus a positive report. Specific procedures and applications used for identifying occurrences of words or phrases and then distinguishing negative from positive reporting were as follows:

Compilation of the Word and Phrase Occurrences

- Did not include events (meetings, support groups, fundraisers, community calendar events) or “crime trackers” (list of arrest and type of arrest)
- Executed both daily and weekly keyword match reports within Newspaperclips.com. These reports gave counts for unique article hits for each keyword.
- Maintained a daily count of keyword matches. By doing this, we were able to keep track of positive and negative articles as well as articles relevant to the Winds of Change Campaign.

Based on the occurrences and articles selected using the procedures listed above, the following criteria were used to identify the positive and negative reporting occurrences.

Positive Occurrences

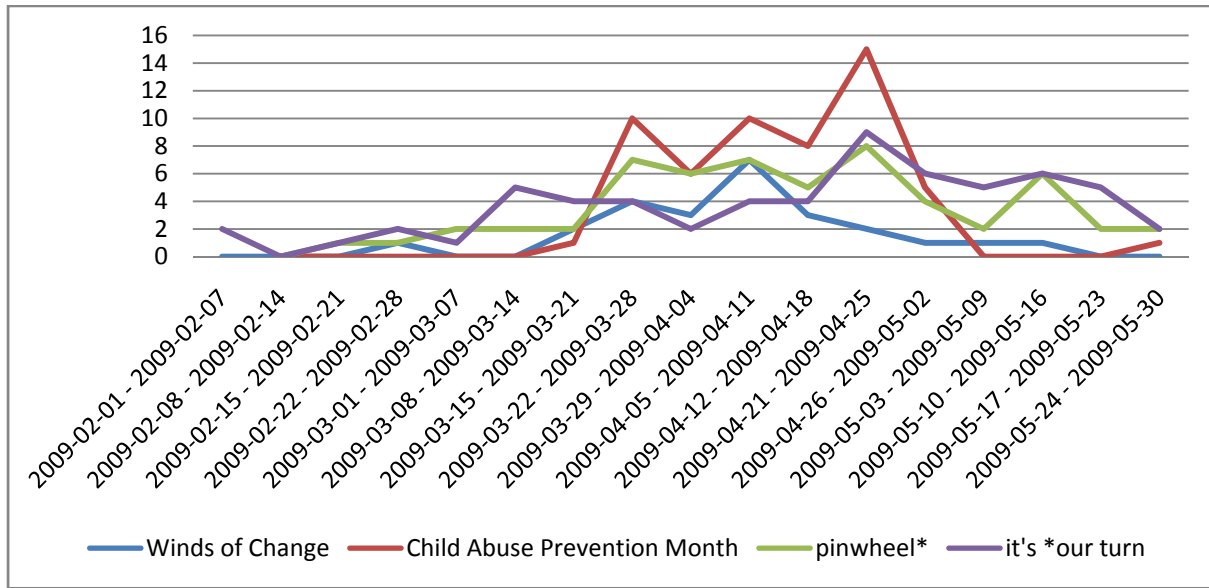
- The article was written with a positive framework, which means that the article gave information on prevention, how to prevent accidents, abuse, neglect and resources for prevention for parents and/or community.
- The article provided information on child development, discipline techniques, foster parenting, drowning prevention and safe sleep without being written in conjunction with a crime of abuse or neglect.
- The articles covered specific Child Abuse Prevention Month activities, such as press releases, pinwheel gardens, etc.

Negative Occurrences:

- If the article covered only the crime/ incident without mention of ways to prevent or resources (hotline, friends, church) available to parents.

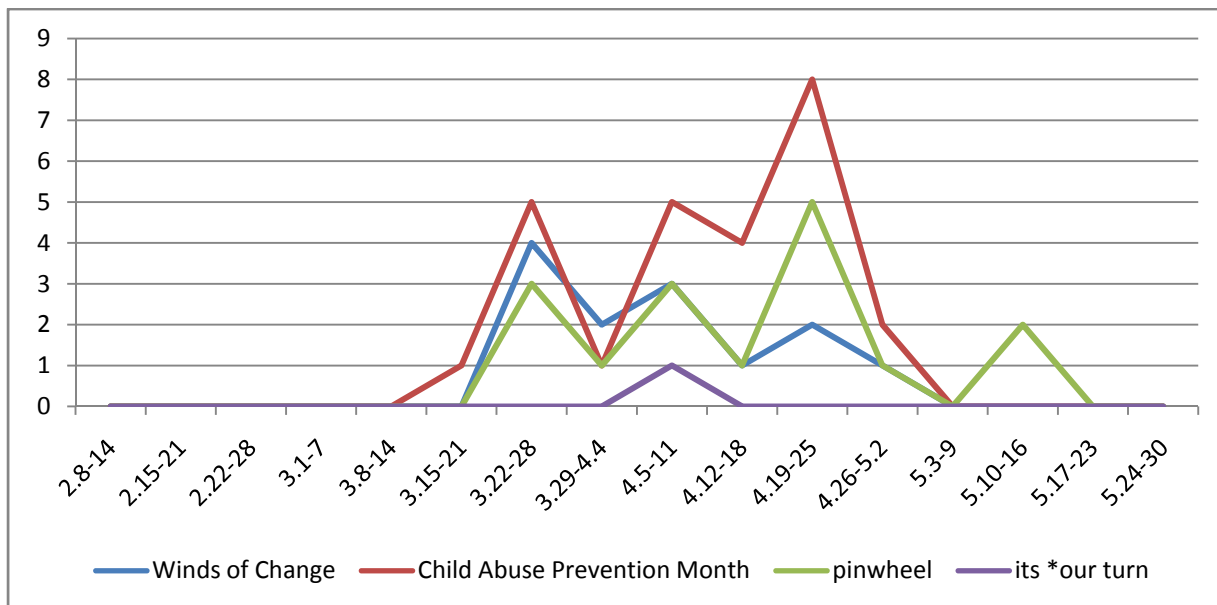
After completing the compilations described above, the analysis examined the fluctuations in the counts or occurrences before, during and after Child Abuse Prevention month. In order to ensure that the analysis would be more meaningful, the data were divided into categories: 1) specific words or phrases that identify or were directly associated with child abuse prevention campaigns; 2) terms used in the campaign that are relevant to child development and disciplinary practices, 3) terms that refer to community support for parents and 4) terms that referred to resources for parents and families. After displaying a graph for the total number of occurrences of the terms in each category, graphs that display the numbers of the occurrences included in positive reporting, which is consistent with the strategies and objectives of the campaign, are presented.

Graph 1a. Prevention of Child Abuse Campaign Terms (All occurrences)

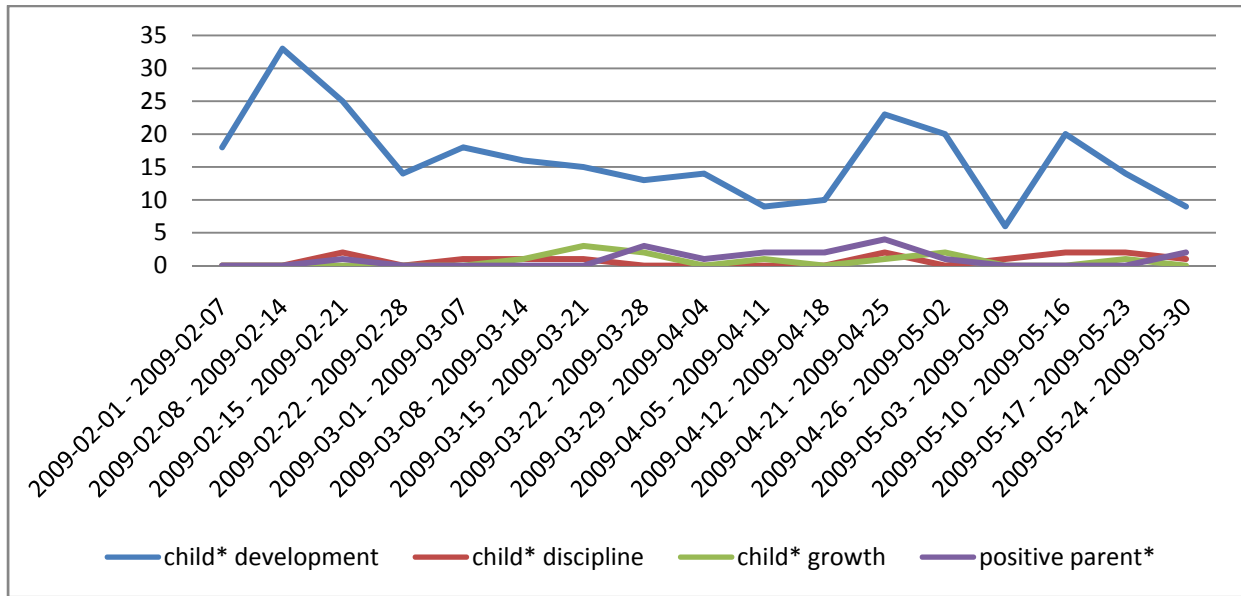


Based on Graph 1a. above, “Child Abuse Prevention Month” had a jump in occurrences mid-March that was sustained through mid-April when there was a second increase. “Winds of Change” occurrences increased in early March and then again in the second half of the month of April. Occurrences of the term, “pinwheel,” increased mid-March and were sustained at that level through the end of April with another increase in mid-May. “It’s Your Turn” had a similar pattern of occurrences around April. After identification of the occurrences that were “positive” and graphing the revised numbers, the graph changes but only slightly. The increases for three of the campaign terms remain very similar to the graph with all of the occurrences and only the campaign tag line, “It’s Your Turn”, drops to one occurrence during the first week of April.

Graph 1b. Prevention of Child Abuse Campaign Terms (Only positive content occurrences)

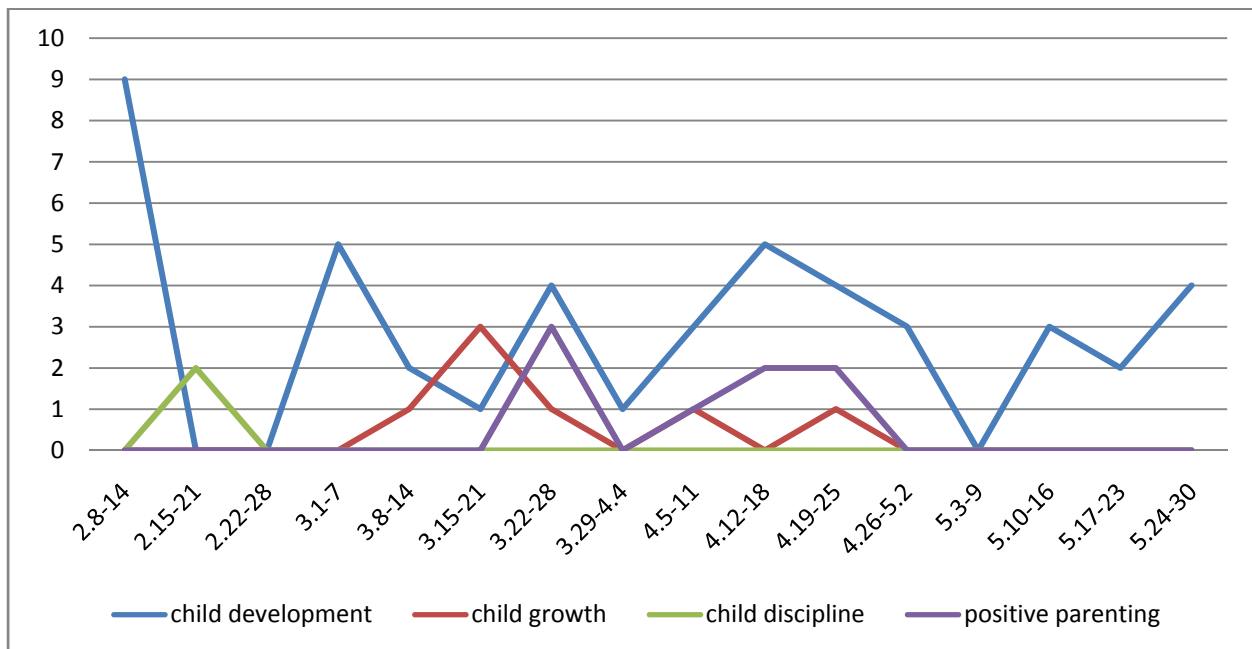


Graph 2a. Child Terms (All occurrences)



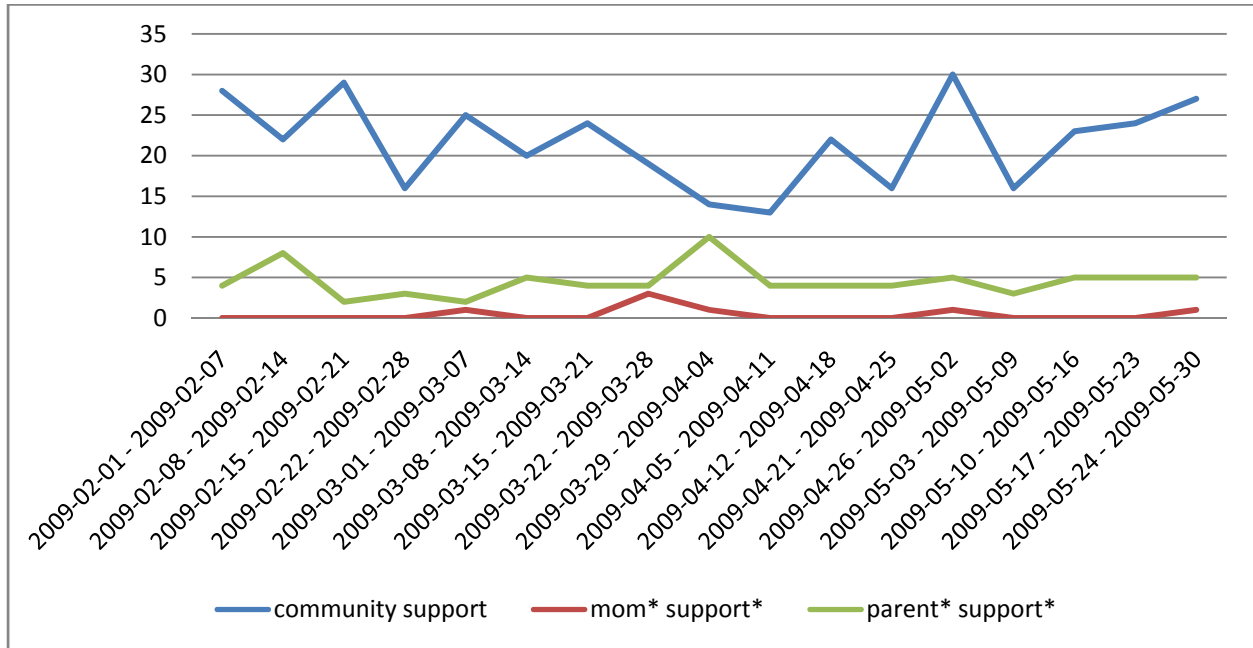
In Graph 2a, total occurrences of the term “child development” are above the levels for all of the other terms in this category throughout the entire time period for this analysis. While the number of occurrences shifts from a high point in mid-February to a lower sustained number through the first half of the campaign month, it moves back to a higher number in the second half of April. The graph below charts the numbers for the terms in this category for those identified as being in a positive report (Graph 2b). Even though the numbers for all of the terms fluctuate during the time period, the numbers for positive occurrences of “child development” remain high during most of the month of April.

Graph 2b. Child Terms (Only positive content occurrences)

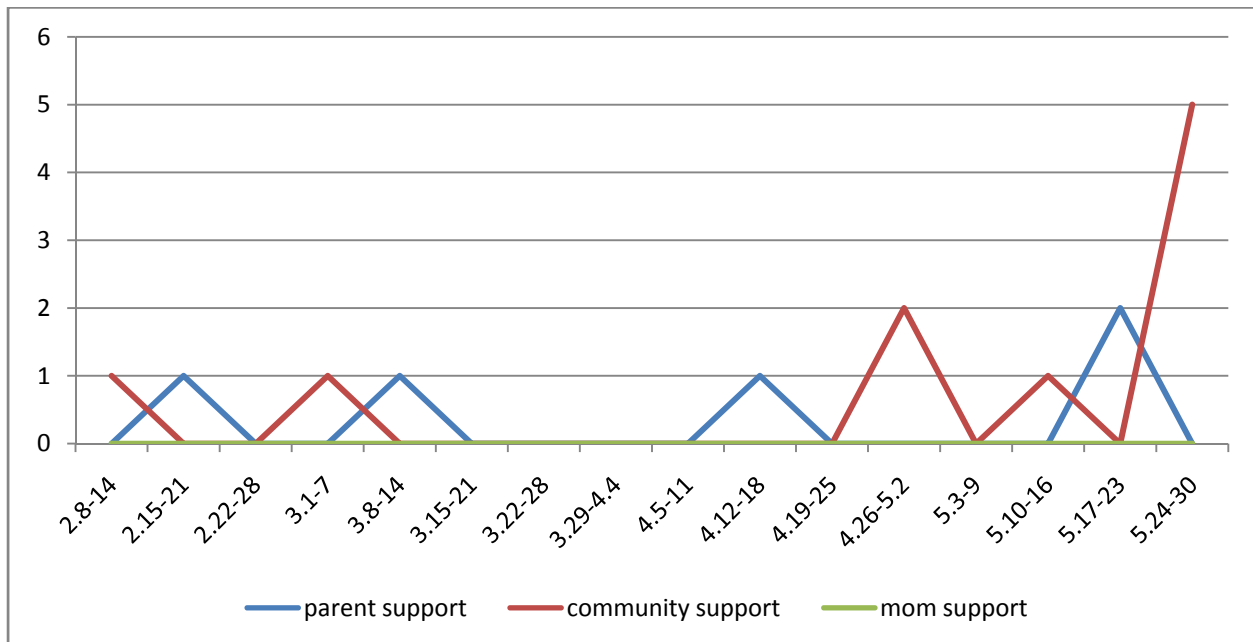


Support for parents is a key focus for the Winds of Change campaign and is addressed in one of the outcomes. Among the three terms graphed in Graph 3a., “community support” maintains the highest number of occurrences throughout the time period. In Graph 3b., the occurrences of these terms in a positive report are very low (1 or 2) with the occurrences of “community support” jumping to 5 at the end of the time period.

Graph 3a. Support for Parents Terms (All occurrences)

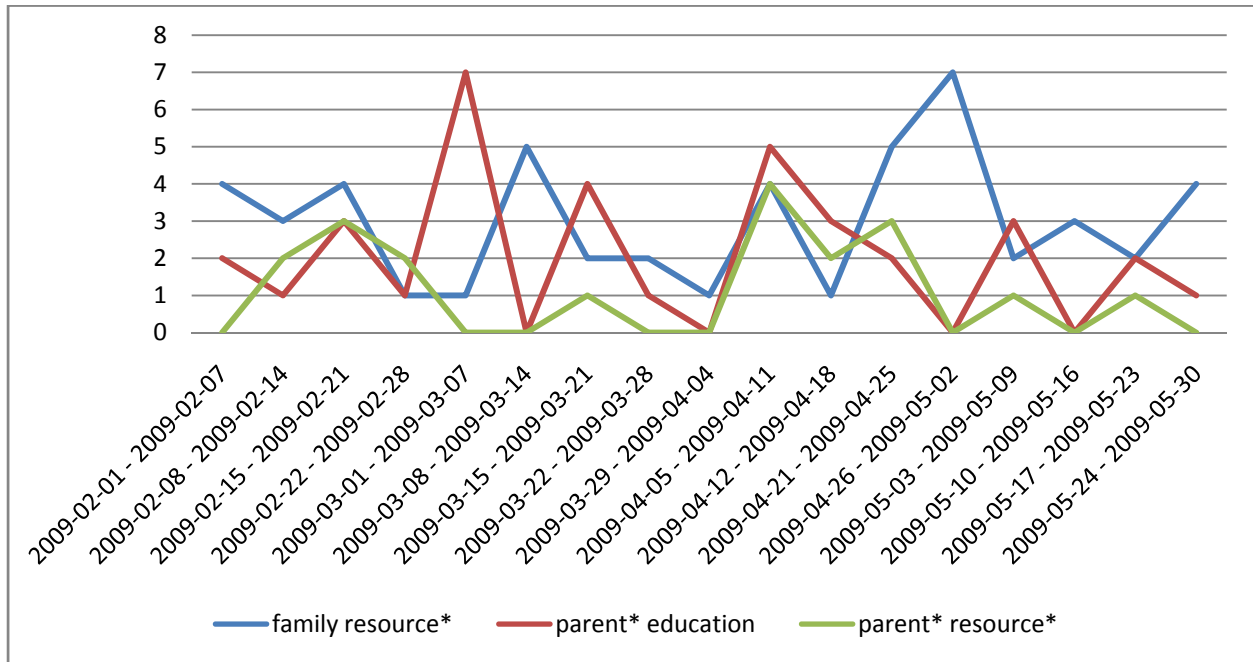


Graph 3b. Support for Parents Terms (Only positive content occurrences)

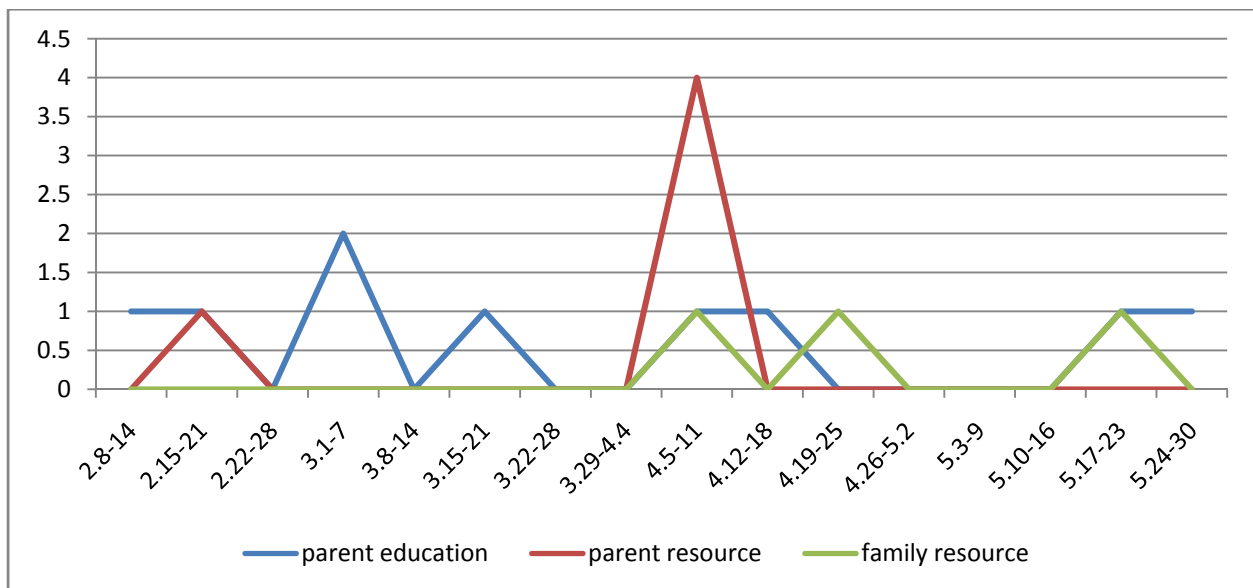


The final set of graphs show the number of occurrences of terms that refer to resources for parents and families. The numbers of occurrences for all three terms shift dramatically during the time period. “Parent education” occurrences are highest at the end of February. In late April, “family resource” had the highest number of total occurrences. In Graph 4b., the numbers of positive occurrences also fluctuate during the time period. The terms “parent resource” reach the highest number of positive occurrences and this increase is at the beginning of April.

Graph 4a. Family and Parent Resource Terms (All occurrences)



Graph 4b. Family and Parent Resource Terms (Only positive content occurrences)

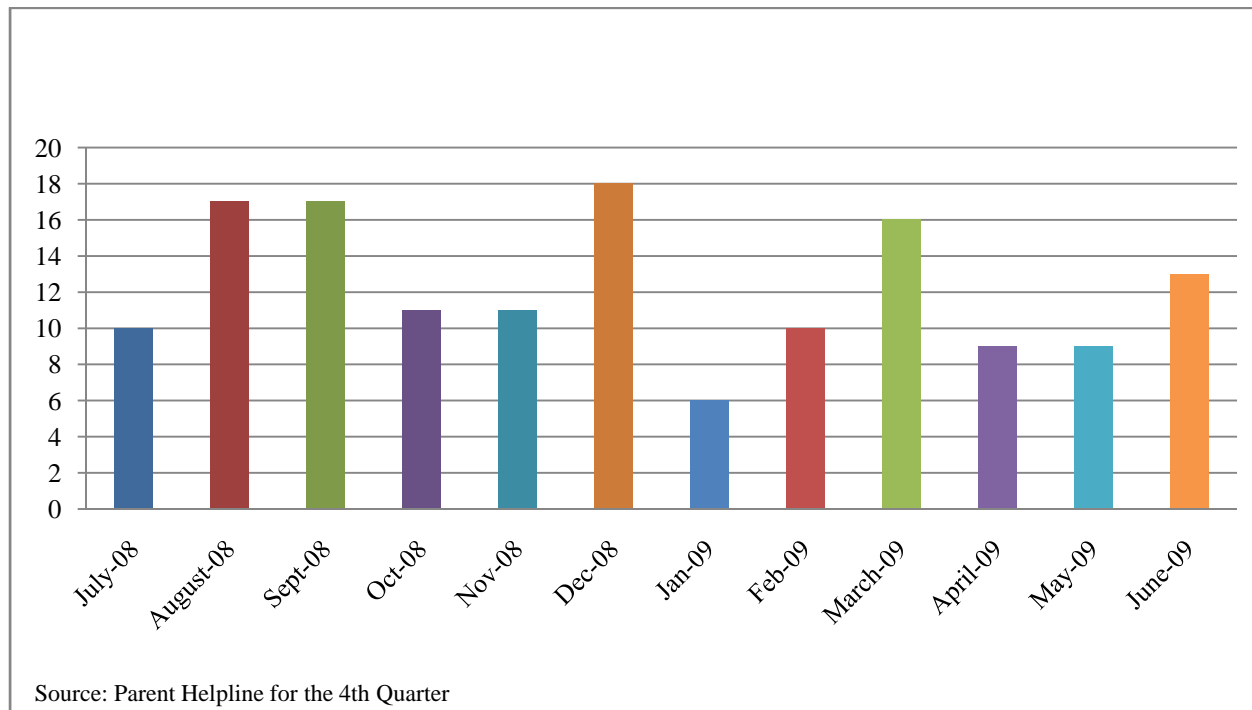


Analysis of Parent Helpline Data

An additional component of the evaluation of the Winds of Change campaign is to analyze data that are based on the number of calls to the parent helpline, 1-800-FLA-LOVE. The parent helpline number appears in all of the public service announcements aired throughout the state. It is also displayed on many pages in the parent resource booklet as well as other campaign materials. The parent helpline is considered one of the key sources of support in communities for parents and/or caregivers. They can ask for information and receive advice and help as a parent.

The data used for this analysis are displayed in a report called, Parent HelpLine Monthly Statistics Report (under contract #LJ603) for fiscal year 2008-2009. The numbers appearing in the report for fiscal year 2008-2009 indicate a substantial drop compared to fiscal year 2007-2008 in the number of total calls received. Total number of calls received in fiscal year 2007-2008 was 4,424 and during fiscal year 2008-2009, the total number of calls received was 3,006, a 32 percent decrease. Recognizing the differences in the numbers of calls between these two fiscal years, the numbers of calls in the category, child abuse/neglect, for each month in fiscal year 2008-2009 were reviewed and are displayed in Graph 5.

Graph 5. Number of Calls to the Parent Helpline Addressing Child Abuse/Neglect (2008-2009)

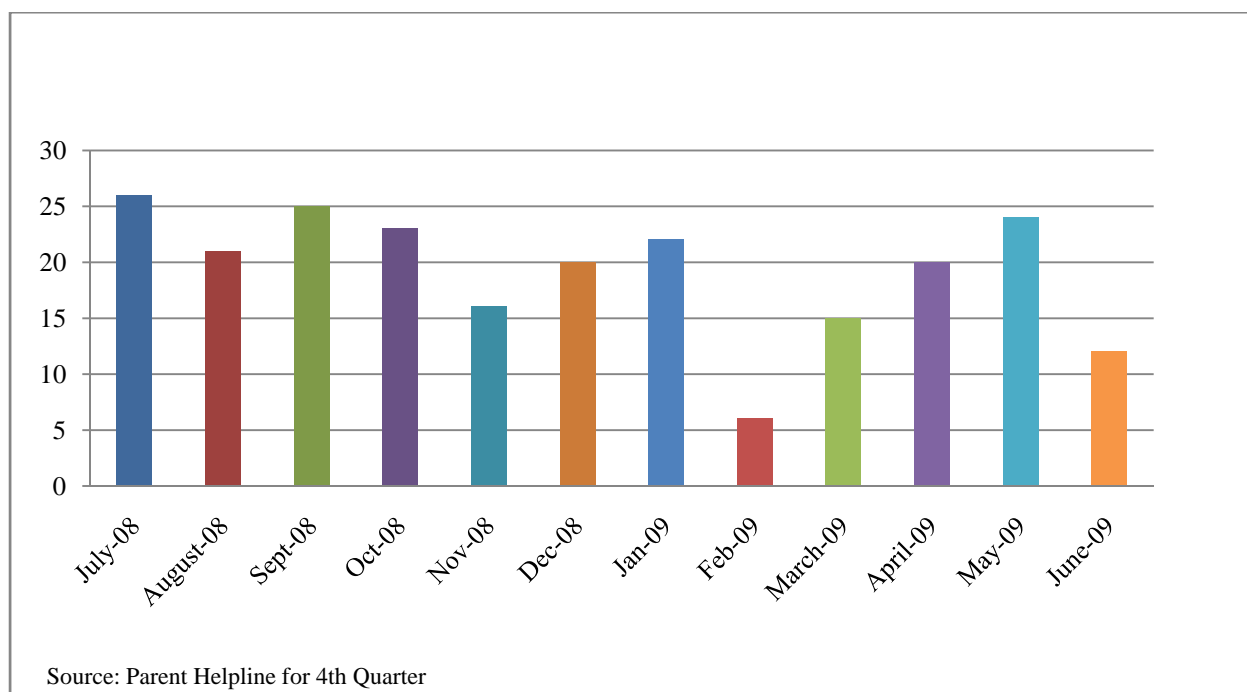


While the number of calls are much lower than the previous fiscal year which is consistent with the lower total calls observed and mentioned earlier in this section, Graph 5 (above) indicates that there was an increase in the number of calls from May to June (9 to 13 or 44% increase).

In addition to the numbers of calls in the child abuse/neglect category, the calls addressing infant and child concerns were reviewed. Graph 6 displays the numbers for the calls addressing infant and child

concerns by month during fiscal year 2008-2009. In this category, the numbers of calls increased from 20 to 24 (16% increase) from April to May.

Graph 6. Number of Calls to the Parent Helpline Addressing Infant/Child Concerns (2008-2009)



Focus Groups

During the month of June 2009, there were five focus groups conducted as part of the evaluation of the Winds of Change campaign. In this component, the focus was on the campaign PSAs and the parent resource materials. The primary goal in the focus groups was to provide qualitative data on the receptivity and reactions of parents to the three PSAs and the selected material in the parent resource booklet. The secondary goal of these groups was to supplement data obtained in the efficacy study component that was a survey of members in a web-based panel. The qualitative data were valuable in developing a more thorough understanding of the receptivity and reactions to the PSAs and parent resource materials as strategies in the campaign. Answers to the same questions in both the efficacy study and focus group components provided opportunities to learn more about whether reactions to the campaign were positive or negative and why. The focus groups also allowed the collection of suggestions for improving these campaign strategies as well as further insights on the relationships between these strategies and preventing child abuse and neglect.

The focus groups were held in Jacksonville (10 participants), Tampa (12 participants), St. Petersburg (14 participants), Ft. Lauderdale (9 participants) and Tallahassee (9 participants). Focus group participants were parents of young children and were recruited from programs in each community serving families and promoting positive parenting. The group with the highest number of fathers was in Ft. Lauderdale (4

fathers). One of the focus groups had participants who were also staff in a program serving families and parents. During each focus group, the following questions were asked after viewing each PSA:

- 1) Was the public service announcement convincing?
- 2) Did the public service announcement grab your attention?
- 3) Did the public service announcement encourage you to seek more information on child abuse and neglect?
- 4) Did the public service announcement say something important to you?

After reviewing the parent resource material, similar questions were posed. These questions were:

- 1) Was this material convincing?
- 2) Would you say the material gave you information you can use in parenting?
- 3) Would you say the material gave you good reasons to seek more information about child abuse and neglect?
- 4) Would you say these materials provided you with information important to you?

The qualitative analysis of the focus group discussions categorizes the receptivity and reactions of the participants across all focus groups into two categories: 1) positive reactions to the campaign PSA or parent resource materials and reasons for these reactions and 2) negative reactions to the campaign PSA or parent resource materials and reasons for these reactions. A brief comparison of the reactions to the PSAs is presented next. Focus group qualitative data that provide insights regarding the participant view of these announcements in regards to preventing child abuse and neglect are shared. As a follow-up to the analysis of these reactions, focus group qualitative data that highlight suggestions for improving the campaign PSAs and/or parent resource materials are presented.

Receptivity and Reactions to the Public Service Announcements

The content of the positive and negative categories for each PSA across all five focus groups is presented below. The content is displayed in the order in which it occurred during the focus group sessions and as it appears in the transcribed versions. It is important to note that some of the content presented as a response to one question may actually refer to an earlier question. Duplications of statements as reactions to a question appear in the content and serve as a measure of the consistency or strength of that particular response.

“Brittany” Public Service Announcement

This PSA has two older women standing in a front yard who are greeted by a young girl named Brittany getting off a bus. The two women then talk about how one of them helped the mother by taking care of her when she was younger and how important that assistance was for the mother.

Positive Comments	Negative Comments
Was the PSA convincing?	
<p>I got it</p> <p>Relate to what was said (referencing being a young mother and needing help from others)</p>	<p>No</p> <p>Looked set up</p> <p>Yeah (referencing being set up)</p> <p>Didn't look like two people talking</p> <p>Did not know who mom was</p> <p>Talking about a mom without her present seemed odd</p> <p>Yeah (agreeing with talking about mom)</p> <p>Felt scripted</p> <p>Did not feel natural</p> <p>Convincing of what?</p> <p>No dialogue, just woman talking</p> <p>Woman rambled on</p> <p>Not all the way there</p> <p>Felt scripted</p> <p>Not convincing</p> <p>Too short</p> <p>Missing something</p> <p>Missing a lot</p> <p>Incomplete</p> <p>Not realistic to call 1-800 number and find a person to help in the same capacity</p> <p>The scene is wrong</p> <p>Child getting off school bus connected with bad things</p> <p>Does not specifically state that you are able to find the same type of helper by calling number</p> <p>PSA targeted to potential helper, not parent</p> <p>No connection</p> <p>First part disjointed</p> <p>Positioning of woman not talking distorts what role she plays (positioning makes her seem like a social/CPS worker)</p> <p>Other woman's body position seems too square</p> <p>No relaxation</p> <p>Not particularly convincing</p> <p>Does not point to any kind of abuse</p> <p>Did not know it was supposed to be about abuse</p>

Positive Comments	Negative Comments
Was the PSA convincing? (Continued)	
	<p>Point of video was not stated until the end</p> <p>Did not understand beginning until the end</p> <p>Didn't understand it, period</p> <p>I was just lost</p> <p>Commercial you will not remember</p> <p>Too straight to the point</p> <p>Too straight to the point for anyone to catch onto it</p> <p>Too straight to the point</p> <p>Too quick</p>
Did the public service announcement grab your attention?	
<p>At beginning because narration made me want to look and see what's next</p> <p>Yeah, made you want to hear more</p> <p>Grabbed my attention because it shifted quicker than this focus</p> <p>Grabbed attention because could relate to being young parent</p> <p>Grabbed attention at beginning of what she was saying how she helped the mom</p> <p>Nice street made seem inviting and neighborly</p> <p>Liked that they've known each other for a long time</p> <p>Giving support for a long time</p> <p>Close-knit neighborhood</p> <p>Mom not leaving child home alone</p> <p>Neighbor's help</p> <p>Baby has someone to take care of it</p> <p>Baby is not neglected</p>	<p>No</p> <p>No, not really</p> <p>Not really</p> <p>Not at all</p> <p>Did not give details about anything</p> <p>No details</p> <p>Slow moving</p> <p>Do not want to see a scene you can see out your window on television</p> <p>Unbelievable surrounding</p> <p>No one lives in a perfect neighborhood with perfectly cut grass</p> <p>Only happens when you are rich</p> <p>Seemed like they were trying too hard</p> <p>Yeah (referencing trying too hard)</p> <p>Plot was not clear</p> <p>At all (referencing unclear plot)</p> <p>Seemed like they did not rehearse</p> <p>Seemed fake</p> <p>Kind of dry--did not have an ending</p> <p>That's what I thought about it too (referencing seeming dry)</p> <p>Did not say anything about helping someone</p> <p>Don't think I would come in from another room</p> <p>Didn't really grab my attention</p>

Positive Comments	Negative Comments
Did the public service announcement grab your attention? (Continued)	
	<p>It didn't grab my attention</p> <p>Wanted to change the channel</p> <p>M hmm (agreeing with changing the channel)</p> <p>Change the channel</p>
Did the public service announcement encourage you to seek more information on child abuse and neglect?	
<p>They had an idea due to mention of everyone needing a break</p>	<p>Didn't get that it was about child abuse</p> <p>Me neither (referencing not getting that it was about child abuse)</p> <p>At all (referencing not getting that it was about child abuse)</p> <p>Nothing signifying child is being abused</p> <p>We didn't get it</p> <p>It doesn't say anything about child abuse and neglect</p> <p>I didn't get it—I didn't get that the commercial was for me</p> <p>I didn't get it</p> <p>Right (referencing not getting it)</p> <p>Not sure who was the target audience</p> <p>I didn't feel it</p> <p>I don't think it screams child abuse and neglect prevention</p> <p>Doesn't make me think of child abuse and neglect at all</p>
Did the public service announcement say something important to you?	
<p>It tried</p> <p>It was nice</p> <p>Did move because she kept baby when it was small and continues to keep baby</p> <p>Still in child's life</p> <p>Lady was helpful</p>	<p>Did not serve its purpose</p> <p>Did not serve its purpose</p> <p>Tried to do too much in thirty seconds</p> <p>Missed the point</p> <p>Missed the boat</p> <p>Does not encourage a lot of reading</p> <p>Did not have a clear focus</p> <p>Didn't say anything important</p> <p>It wasn't enough</p> <p>It didn't move me</p> <p>I agree with her (referencing not being moved)</p> <p>Didn't say enough</p> <p>Seemed like gossip</p>

“Bus Stop” Public Service Announcement

This PSA begins with a mother leaving her child with a caretaker at a playground and then she walks to a bus stop. At the bus stop, she meets a friend and explains that she was having a difficult time and received advice from a teacher at her child’s school. Her friend mentioned that she also received advice on potty training her child from the same teacher.

Positive Comments	Negative Comments
Was the PSA convincing?	
Much better (than Brittany)	No
Yeah (better than Brittany)	Really choppy
M hmmm (better than Brittany)	Definitely didn’t
Many yeses (better than Brittany)	“Things got crazy” too vague
Liked everything other than “it’s your turn to raise the leaders of tomorrow”	Questioning the audio statement, “raise leaders of tomorrow” with visual message of FL Helpline
Liked talk about different areas of development	Messages are not meshing (referencing audio and visual messages)
Liked that it tried to talk about two different areas in parenting	Thrown off by “raise leaders of tomorrow” Wording versus facial reaction does not jive
Don’t see negative in that one	Message is for teachers, not me
More friendly (than Brittany) because women talking to one another	Not sure who target audience it Felt a little awkward
Got message out of it	Did not say what she was frustrated about
Felt friendlier (than Brittany)	Did not elaborate what they were going to help with
Don’t see anything negative	No, not convincing
Better (than Brittany)	Didn’t say what it was helpful for
Friendlier and better (than Brittany)	It was confusing
Better (than Brittany)	Not clear what it is about
Flow more naturally	Unsure of the point
Liked the acknowledgement that things got a little crazy to another woman	The beginning piece is missing More of a message for teachers
Reminder to look for childcare providers as support is good message	We don’t know what got better Unsure what got crazy
Hit home with that	Unsure what was going on with the woman
Ability to reach out to childcare providers is a great option	Do not think it was convincing No, not convincing
Like that woman was happy because she got it back together	Couldn’t tell what they were talking about Kind of confusing
Better (than Brittany)	Do not know what they were talking about
Better (than Brittany)	

Positive Comments	Negative Comments
Was the PSA convincing? (Continued)	
	<p>Do not know what her problem was</p> <p>Doesn't seem to have anything to do with child abuse</p> <p>No, nothing about child abuse</p> <p>It loses you</p> <p>Did not make sense until the end</p> <p>Took a while to figure out what they were talking about</p> <p>Still trying to figure out what they were talking about</p> <p>I don't understand</p> <p>Do not know what the organization can help with</p> <p>Maybe they are just talking about potty training</p> <p>Potty training the only thing that sticks out</p> <p>What was hard for her?</p> <p>What kind of help?</p> <p>Doesn't make sense</p> <p>No clarification about what they are talking about</p> <p>Do not know what exactly they can help with</p> <p>Did not clarify how deep her problem was</p>
Did the public service announcement grab your attention?	
<p>More (than Brittany)</p> <p>More (than Brittany)because the way women were talking, putting the lady up front</p> <p>Would have looked if in a different room</p> <p>Loud and vibrant</p> <p>Grabbed attention because could relate to babies in daycare</p> <p>Good communication throughout PSA</p> <p>If parent easy to relate to</p> <p>Good message for teachers and daycare providers about how they can be a good resource and to be more observant</p> <p>More (than Brittany)</p> <p>Grabs attention because it makes you curious about woman's problem</p>	<p>Unsure how it is going to help me</p> <p>Yes (unsure)</p> <p>No, does not grab attention</p> <p>Not really</p> <p>Not really</p> <p>Trying to figure out what they are talking about</p> <p>Trying to figure out what she is talking about</p> <p>Take too long to reach the point</p> <p>Do not understand what they are talking about</p>

Positive Comments	Negative Comments
Did the public service announcement encourage you to seek more information on child abuse and neglect?	
Might call for potty training information	I just thought it was about potty training Potty training That's what I got out of it (potty training) Neither one of them caught my attention No, it didn't even talk about it No Not really because you don't know the details of what is going on Wouldn't remember PSA No No Didn't give you enough detail
Did the public service announcement say something important to you?	
People in the world that care Get your attention if you have someone who has helped before Might get on internet to get more information about Ounce of Prevention Color of shirt grabbed attention	Don't think it is getting across the idea of child abuse at all M hmm (agreeing with previous statement) Not at all I don't relate Me either (not being able to relate) Does not send message about child abuse and neglect Does not make me think about child abuse and neglect I don't clearly get it Never mention anything about prevention No No Not really

"Parent Helpline" Public Service Announcement

This PSA features a young couple in a children's playground sharing challenges in their life. The father lost his job and found it difficult to share their difficulties with others so they turned to the parent helpline. They shared that they were glad they called the parent helpline.

Positive Comments	Negative Comments
Was the PSA convincing?	
<p>Gave me information</p> <p>Right (referring to giving information)</p> <p>Music caught attention</p> <p>Caught everybody's attention</p> <p>We understood</p> <p>Caught my attention</p> <p>We got that</p> <p>That's what I like (referring to female lead's youthful appearance)</p> <p>Guy convincing</p> <p>Yes (agreement with convincing male)</p> <p>Yes (agreement with convincing male)</p> <p>Was more convincing (male)</p> <p>He was talking to you</p> <p>Talking to the viewer</p> <p>Things that we can relate to</p> <p>Two parents talking to each other</p> <p>Talking about what they needed</p> <p>Liked that part (referring to alternatives to receiving assistance at places other than church)</p> <p>Employment message clear</p> <p>That was better (referring to PSA being better than previous 2)</p> <p>Much, much better (referring to PSA being better than previous 2)</p> <p>Much more information, more everything (referring to PSA being better than previous 2)</p> <p>To the point</p> <p>Yes (many yeses agreeing with to the point)</p> <p>Very helpful</p> <p>Want to call right now</p> <p>Seemed more real</p> <p>Yeah (more real)</p> <p>Yeah (more real)</p> <p>Very clear</p> <p>Relate to it</p>	<p>I have a problem with the little girl</p> <p>I don't believe her</p> <p>Girl looked too young</p> <p>Looked like she was thirteen</p> <p>Too perfect</p> <p>People do not relate to neighborhood being too nice</p> <p>Seemed scripted</p> <p>Didn't like to church message</p> <p>Me either (referencing church message)</p> <p>Yeah (referencing church message)</p> <p>Offend a lot of people who are very religious (saying that they did not want to go to church for assistance)</p> <p>Did not look like couple was really together</p> <p>They were miscreants</p> <p>Not the church part</p> <p>Did not like, "raise the leaders of tomorrow"</p> <p>Sounded like the pitch was geared toward the community and not parents ("raise the leaders of tomorrow")</p> <p>I don't really get what that means to me ("raise the leaders of tomorrow")</p> <p>"Raise the leaders of tomorrow" takes away from positive spin of PSA</p> <p>Not connecting messages of "raise the leaders of tomorrow" and Winds of Change</p> <p>Did not pick up that they were talking about children</p> <p>I didn't get it (referencing message about children)</p> <p>Couldn't connect with it</p> <p>I didn't get it ("raise the leaders of tomorrow")</p> <p>It doesn't say anything about abuse</p> <p>It seems to be more about financial problems</p> <p>Doesn't say anything about abuse</p> <p>I have a problem with that (referencing no visual of their child)</p>

Positive Comments	Negative Comments
Was the PSA convincing? (Continued)	
<p>Vague enough that people can relate it to own situation</p> <p>Real people talking to you</p> <p>Real people Help for parents</p> <p>That was good (referencing assistance for finance, jobs)</p> <p>“I got laid off” caught attention</p> <p>Perfect (referencing “I got laid off”)</p> <p>Many yeses (referencing “I got laid off”)</p> <p>It covered everything</p> <p>More detailed information</p> <p>Phone number quickly displayed</p> <p>Went in depth</p> <p>Repeated parenting helpline information</p> <p>Yes (Repeated parenting helpline information)</p> <p>Grabs me most (“I got laid off”)</p> <p>Nice and clear</p> <p>I can understand that (being laid off)</p> <p>Took my attention</p> <p>Grabs attention if relaxing on couch (“I got laid off”)</p> <p>Related to you (“I got laid off”)</p> <p>Repetition of helpline</p> <p>The term “helpline” is not vague, understand it as something for your benefit</p> <p>I’d call, the commercial was good</p> <p>Caught interest from beginning</p> <p>Yeah (caught interest from beginning)</p> <p>“Laid off” caught attention</p> <p>Would call</p> <p>Helping the parent</p>	<p>Does not know what type of child they are dealing with</p>
Did the public service announcement grab your attention?	
<p>Helped find job</p> <p>Helped with whatever she needed</p> <p>Letting you know available resources</p>	

Positive Comments	Negative Comments
Did the public service announcement grab your attention? (Continued)	
<p>Many yeses (letting you know available resources)</p> <p>Yeah (letting you know available resources)</p> <p>Yeah (letting you know available resources)</p> <p>It grabbed me</p> <p>Definitely grabbed attention</p>	
Did the public service announcement encourage you to seek more information on child abuse and neglect?	
<p>Makes you a little bit curious</p> <p>Really want to call to find out how it could help</p> <p>"I was laid off" would grab me to get a pen</p> <p>"I was laid off" would grab a lot of people</p> <p>Definitely grab attention (reference to "I was laid off")</p> <p>Quickly caught attention</p> <p>Good subject</p> <p>Message stood out</p> <p>Nice and clear</p> <p>Repeated helpline information</p>	<p>Didn't really come across as being about child abuse</p> <p>Came across like state assistance</p> <p>Not saying anything about child abuse or neglect</p> <p>Connection is not there</p> <p>Do not think it made me want to seek information on abuse and neglect</p> <p>I didn't think of child abuse and neglect</p>
Did the public service announcement say something important to you?	
<p>Yeah</p> <p>Best one of the three</p> <p>Pretty much (referencing being best of 3)</p> <p>Want to see what is available</p>	<p>The name Florida Helpline does not seem like it provides local referrals</p>

Comparison of the Reactions to the Three Public Service Announcements

Immediate receptivity to the PSAs varied across focus groups. All three of the PSAs had reactions among focus group members that did not reflect a completely positive view. Among many, negative comments focused on a variety of aspects of the PSAs. Some participants focused on the messages in the announcements while others focused on how those in the scenarios looked or on the setting. Examples of some of the more commonly expressed comments included being too scripted, not being realistic, and not including a clear explanation of the parent helpline or the slogan, "Raise the Leaders of Tomorrow," which were both mentioned at the end of all three PSAs. The connection between the PSAs and the prevention of child abuse and neglect was also not understood immediately after viewing them. The PSA that received the most favorable comments was the "Parent Helpline." This was also the PSA that was viewed last among the three in each focus group. This PSA was considered more convincing,

better at “grabbing” attention due to a clear reference to why they had experienced a difficult time (job loss), and shared a better message for encouraging parents to seek more information using the parent helpline. Participants also appreciated the couple talking primarily to the viewers of the announcement rather than to each other as part of a scenario.

Views of the Public Service Announcements (PSAs) and Child Abuse and Neglect

Making an immediate connection between the PSAs and the prevention of child abuse and neglect was not evident across all of the focus groups. After viewing each PSA in each focus group, the participants did not view the announcements as part of a campaign to prevent child abuse and neglect. For some, this was expressed as frustration with their attempt to identify who the target audience was for the PSA; the community, teachers and neighbors, but not parents. With the campaign strategies being based on reframing techniques and the scenarios geared toward positive ways and solutions to address the challenges of parenting, this reaction to the PSAs in all five focus groups was not unexpected. After viewing all three PSAs, the groups were given a brief explanation of the strategies applied in the development of the campaign. After hearing this explanation, in some of the focus groups, there were additional reflections on these strategies and whether there should have been a different or direct connection to child abuse and neglect. Most of these comments were more accepting of the current content of the PSAs.

Quote #1:

Honestly, it is geared the right way because one, I don't think that you should mention child abuse and neglect. Because, if you even mention child and abuse and neglect, people, the first thing, “I don't abuse my child, I don't neglect my child!” And they don't want to address that issue. Now, you know, there's different ways where we may neglect our child unintentionally, but we don't know it. But that's part of parenting, it's part of parenting. But if you mention that in this public announcement, people wouldn't want to address that. Now keeping it that simple where they help you with parenting skills and everything with dealing- if it's difficult for you to be a parent and everything, yeah that's good. Then when they get part of the program they'll understand it and, you know, they'll deal with the abuse and the possible neglect and how they can be a better parent. But, to talk about it in the announcements and the commercials, no I don't think so. It's good the way it is.

Quote #2:

-Yeah, I agree with that (not including a specific mention of child abuse). Cause a lot of people right away will go into denial. Like, nobody wants to believe that they in any kind of way abuse their child. So they're gonna go into denial right away, turn the channel. Like, “I don't wanna hear this about me abusing my child,” you know? And, subconsciously they're gonna know it, because they're gonna feel turned off by the commercial, they're gonna feel like in the need of defending themselves. So, nobody wants to believe that they're abusing their child, at all.

Quote #3:

-I don't think they should mention it.

Quote #4:

-Cause it's about helping each other, so if you get help and relief, that'll keep you from abusing your child. You know, you get time away, (inaudible) you get time to go to the grocery store, wherever by yourself.

Quote #5:

-Yeah, and the more it flashes, the better also. Because, the more you see it, a lot of people, they're not gonna jump to want to-do this. Some people have a lot of pride, "I can do it on my own," stuff like that. And the more it flashes the more they start to think, "Maybe I should check this out, maybe I do need this help." And they start to lean towards it a lot more.

Quote #6:

-Cause a while ago I seen a commercial where a child was hit by his father or something. And then they were explaining, you hear the narrator saying, "Every so often-" they explained, I don't know, "Every hour a child is abused," or something like that. Right there, when I seen that commercial years ago, I don't remember when and who it was, but thought in my mind, "Yeah, that's bad. There's people out there who are actually abusing children." And I usually have children, I'm very good with children. But the fact is I separate myself from it. I separate myself- yeah I acknowledge that there are children out there being abused by their parents, yes, it does happen. I've seen it happen. In public, out, even in their own houses. I even had family members that did that, my cousins. But the fact is I separated myself. My mindset I separated myself that, "I don't do that." And if it would come to the point that I had my own child, which I do, that I would never do that myself. So I would never put myself into the thought that I would abuse my child. That's why it's not good to mention child abuse in that way, because automatically you just try to separate yourself from it.

Suggestions for Improving the Public Service Announcements

The qualitative data based on these five focus groups is voluminous and offers many plausible modifications of the current versions of the PSAs. A selection of the most frequent and/or constructive suggestions is offered in the following:

- The scenes (locations) and the people need to be more realistic
- A greater presence of children and sharing views from a child's perspective
- Instead of the current tag line, "Raise the Leaders of Tomorrow," use "People help people to prevent child abuse" or "People help communities"
- More broadcasts of the PSAs
- Clarification of what the parent helpline provides for the caller

Receptivity and Reactions to the Parent Resource Materials

This hardcopy material shared with the focus group participants was a selection of parenting tips from the Winds of Change parent resource booklet. The following sections were included:

- Understanding Child Development: Parenting Tips Appropriate for Your Child's Age
- Helping Your Baby Sleep Safe and Sound
- Coping with Crying
- Preventing Shaken Baby Syndrome
- Teaching Your Child to Use the Potty
- Easy Phone Reference list that included the parent helpline number

The 1-800-FLA-LOVE number is also on several pages in the parent resource materials. A copy of the parent resource materials used for the focus groups is in the Appendix. The positive and negative content in the qualitative data across all five focus groups is presented below:

Positive Comments	Negative Comments
Were these materials convincing?	
Yes (many yeses) It's a lot more convincing It's a lot more helpful too- it explains it more The format is easy It's very organized Yeah, I like how they have the development from 0-2 years	
Would you say the material gave you information you can use in parenting?	
Yes Shows dos and don'ts for your child It's all really good More helpful than PSAs Easy to read Set up nice and easy to understand Makes you feel like your child is normal Good information Absolutely (re: good information) Oh yeah Yes All valid information, very very good information	I would like to see some things explored further They do not break down ages enough (infants to two is too broad) A lot to look at between birth and 24 months Piece for men is missing Could be expanded Almost overwhelming because of thickness Concern for people with limited literacy Missing from the book is information in reference to the developmental disability Doesn't tell you what to do if milestones are not met

Positive Comments	Negative Comments
Would you say the material gave you information you can use in parenting? (Continued)	
This literature is good	Too much repetition of "being a parent is
Very good	hard"
Did not know some of the stuff	References to substance abuse stops at twelve
Good information for men coming out of substance abuse programs	or fourteen
Love all the information and think it's wonderful	Development wise, it wasn't as useful for me
All the information is really important	because this is my fourth child
Everything is important	
It's a good type of document	
Nothing in there that's frill	
Everything is useful information	
Useful at a different time	
Resource for women's groups	
A resource book for life	
Yeah, resource book	
I like that you have the book in Spanish	
A lot of Hispanic community can benefit from information in the booklet	
I like the book and the information and resources	
I like that is has resources from the surrounding areas and Florida	
It's organized- easy to find what you want to know more about	
It's not so much information that it's overwhelming	
Has the phone number on almost every page	
Yes (re: phone number)	
Gave us lots of information	
Something you can look up if you have any questions	
Those tips were a benefit to me (re: how to reword things to get more of a response)	

Positive Comments**Negative Comments****Would you say the material gave you good reasons to seek more information about child abuse and neglect?**

I think it did

I think it did

Gives you a number right away

Pretty good information because it was step-by-step

Liked the pattern of information

Gives you advice on a lot of things, information that you wouldn't know

Addresses issues that people wouldn't think of asking

It's good for my daughter with potty training right now

More important was coping with the child

Helpful on coping with crying

Gives you some tips on things- this is not enough for everybody

Does not bluntly use the term SID

Would you say these materials provided you with information important to you?

Yeah- helps with routine

Yes, what we can expect for behavior

I think it's important

I think it's important for everyone

It's all beneficial, it's all important

Other negative comments not provided as answers to the questions.

Is that a child's book?

"Parents Book" too tiny

No information if child is delayed

Most of the information is geared to women as the caregiver, but there are some dad caregivers

It looks like a coloring book

It does (re: coloring book)

The bears on the cover makes it seem as though you are being talked down to

Right (re: being talked down to)

The format is a little inconvenient

Books can be intimidating to people

A little lengthy

Reactions to the parent resource materials were overwhelmingly positive. While participants offered modifications to the format or more specifics on the content, many participants expressed appreciation for the information and wanted more of it. A couple of the groups also mentioned a need to distribute the material to more fathers. In particular, one participant mentioned that this material should be available to fathers who are incarcerated and preparing for their release from prison or completing a substance abuse program.

Suggestions for revisions to the materials are listed below:

- 1) Change the cover so it does not look like a coloring book for children
- 2) Provide more detailed information on the development of an infant (at 2 months, 4 months, 6 months and 1 year)
- 3) Provide information on children with developmental disabilities
- 4) Allow some of the sheets in the booklet to be removed and put in a location that is visible each day (on the refrigerator), have it laminated
- 5) Add a section on anger management and developing patience as a parent
- 6) Include information on development of older children

Winds of Change Campaign Efficacy Study

This study is the final component in the two-year plan to evaluate the Winds of Change campaign. It was originally a community resident survey but later was modified as a randomized controlled experiment to test the efficacy of Winds of Change messages. This efficacy study was the next step in the campaign evaluation in order to test the impact of components of the campaign on the outcomes of interest, without the inherent problems of detecting exposure and attributing effects of the campaign to observed outcomes in a field-based effectiveness study. The efficacy study will provide the advances in the methodology needed to move the evaluation to the “supported” level in the Community-based Child Abuse Prevention (CBCAP) evidence based continuum (FRIENDS NRC, www.friendsnrc.org/CBCAP). Based on data obtained in the efficacy study, Winds of Change messages can be further developed and evaluated in an effectiveness study in the future.

The primary aim in the efficacy study was to measure the impact of the Winds of Change campaign PSAs and parent resource materials on several outcomes important in the prevention of child abuse and neglect. Consistent with the objectives and outcomes for the campaign in the logic model (Figure 1 of the Introductory Section), one set of outcomes and their related indicators refers to knowledge of child development, child disciplinary techniques that are nonviolent and developmentally appropriate, and community resources. Another set refers to attitudes about or beliefs in the importance of preventing child abuse and neglect. Outcomes that measure motivation or intent to prevent and prevention actions were not separate from knowledge of community supports for parents and caregivers in the original logic model for this campaign. They were treated as distinct outcomes in this efficacy study. Therefore, a third outcome and set of indicators captures the motivation or intent to respond in ways that could prevent child abuse and neglect and the final set of outcomes is action taken to prevent child abuse and

neglect. Each of these outcomes is measured by a battery of items included in the Winds of Change efficacy survey instrument described below.

In addition, this efficacy study obtained measures of the receptivity and reaction of parent respondents to the PSAs and parent resource materials. These measures are valuable in documenting the respondent's opinions of each announcement and the parent resource material. Measures of the respondent awareness of the Winds of Change campaign prior to the study and 30 days after the first survey session were also recorded.

Hypotheses tested in this study are listed below:

H1: Exposure to Winds of Change messages is associated with increased knowledge of child development, child disciplinary techniques that are nonviolent and developmentally appropriate, and community resources for parents.

H1a: There will be significant improvement in knowledge of child development, child disciplinary techniques that are nonviolent and developmentally appropriate and community resources for parents between baseline or before exposure to Winds of Change PSAs and parent resource materials and after exposure.

H1b: There will be significant improvement in knowledge of child development, child disciplinary techniques that are nonviolent and developmentally appropriate and community resources for parents between baseline and 30 days after exposure.

H1c: The improvement in knowledge of child development, child disciplinary techniques that are nonviolent and developmentally appropriate and community resources between baseline and 30 days after exposure in the campaign stimulus group will be greater than improvement between baseline and 30-day follow-up in the control group.

H2: Exposure to Winds of Change messages is associated with more positive attitudes and beliefs about preventing child abuse and neglect.

H2a: There will be significant change in attitudes and beliefs about preventing child abuse and neglect between the baseline and immediately after exposure to campaign stimuli.

H2b: There will be significant change in attitudes and beliefs about preventing child abuse and neglect between baseline and 30 days after exposure to campaign stimuli.

H2c: The change in attitudes and beliefs about preventing child abuse and neglect between baseline and 30 days after exposure in the campaign stimulus group will be greater than change between baseline and 30-day follow-up in the control group.

H3: Exposure to Winds of Change messages is associated with higher motivation and intention to prevent child abuse and neglect.

H3a: There will be significant increases in motivation or intent to prevent child abuse and neglect between baseline and immediately after exposure to campaign stimuli.

H3b: There will be significant increases in motivation or intent to prevent child abuse and neglect between baseline and 30 days after exposure to campaign stimuli.

H3c: The increase in motivation or intent to prevent child abuse and neglect between baseline and 30 days after exposure in the campaign stimulus group will be greater than the increase between baseline and 30-day follow-up in the control group.

H4: Exposure to Winds of Change messages is associated with increased action taken to prevent child abuse and neglect.

H4a: There will be significant increases in action taken to prevent child abuse and neglect between baseline and immediately after exposure.

H4b: There will be significant increases in action taken to prevent child abuse and neglect between baseline and 30 days after exposure to campaign stimuli.

H4c: The increase in action taken to prevent child abuse and neglect between baseline and 30 days after exposure in the campaign stimulus group will be greater than the increase between baseline and 30-day follow-up in the control group.

H5: Parents exposed to specific Winds of Change messages have positive reactions and receptivity to those messages and the campaign as a whole.

H5a: There will not be significant differences in the reactions and receptivity across the public service announcements.

H5b: There will not be significant differences in the reactions and receptivity between the public service announcements and the parent resource material.

Research Methods

Research Design

An experimental design was used for this study. Panel members consenting to participate were randomized to a campaign stimulus group and a control study group after meeting the screening criteria and consenting to participation in the study. At baseline, all participants completed an online survey (described below), and then campaign stimulus participants viewed/read the Winds of Change PSAs and print material selected from the parent resource booklet. These participants then completed an immediate follow-up survey to assess response to campaign stimulus and potential changes in outcome measures. The panelist respondents in the first session were re-contacted for the completion of a follow-up survey one month later. At the end of the 30-day follow-up session, stimulus group participants again viewed/read the stimulus materials.

The e-Rewards consumer panel was used to recruit panelists, and for all campaign stimuli and data collection (www.erewards.com). Panelists were eligible to participate if at the time of the study they 1) were at least 18 years of age, 2) resided in the state of Florida and 3) were the parent or legal guardian of at least one child under age 18 living with them at home. We limited participation to one parent per household.

Based on these criteria, e-Rewards sent study invitations to 9,755 eligible panelists. Based on pre-screening at the time of the survey, a total of 57.9 percent of invited panelists actually met eligibility criteria. We successfully recruited 805 to complete the baseline survey, an overall response rate of 14.2 percent.

Figure 4. Efficacy Study Research Design

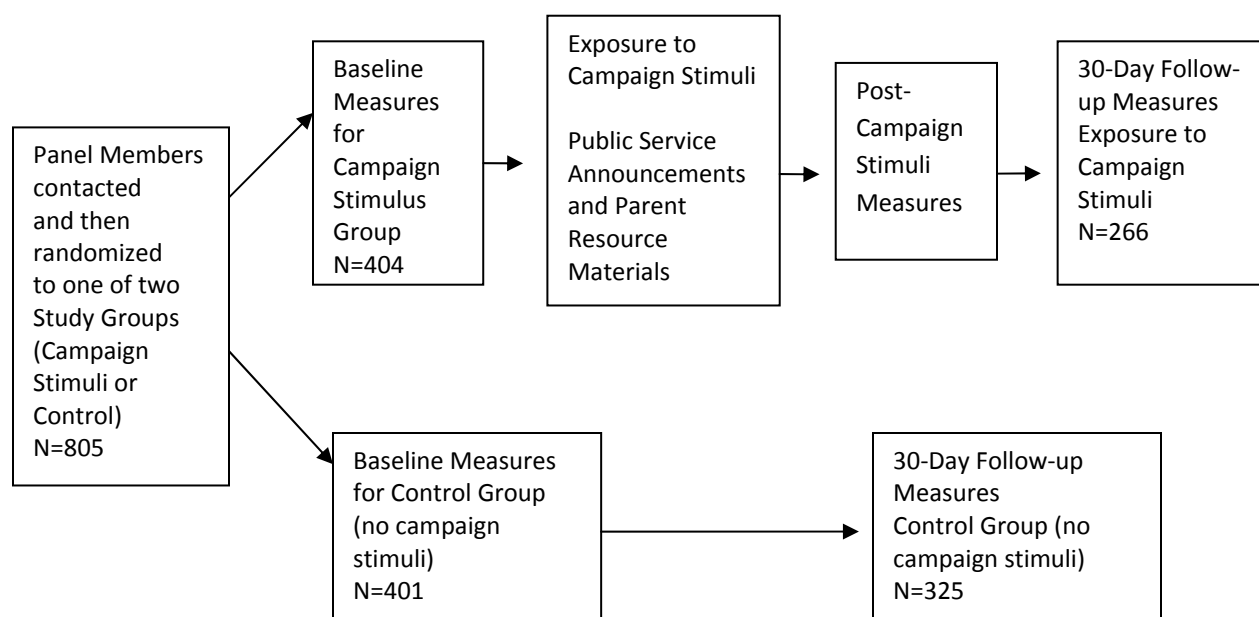


Table 9. Number of Respondents by Study Group and Survey Session

Study Groups	Number of Participants in the First Session or Baseline	Number and Percentage of Participants in the First Session in the 30-Day Follow-up Session
Campaign Stimulus	404	266 (65.8%)
Control	401	325 (81.0%)
Total	805	591 (73.4%)

The institutional review board (IRB) that reviewed and approved the methodology for the protection of human subjects for this efficacy study was at the University of South Florida (Office of Research, Division

of Research Integrity and Compliance, Social and Behavioral Institutional Review Board). Notification of the IRB approval was received on April 23, 2009.

Campaign Stimuli

The campaign consisted of 1) three PSA videos and 2) an 11-page, condensed version of the print booklet provided as a parent resource in the Winds of Change campaign. The PSAs were entitled “Brittany,” “Bus Stop” and “Helpline.” The “Brittany” PSA showed a black woman and a white woman from a neighborhood greeting a young girl named Brittany when she gets off the school bus and discussing how community members can help parents when they need a hand. The “BusStop” PSA showed two mothers discussing how they both have needed a little help with parenting, and how one mother got help from her son’s teacher. The “Helpline” PSA showed a Hispanic couple on a playground discussing how helpful it was to have the “1-800-FLA-LOVE” helpline to call for parenting advice and assistance. At the end of each video, the “1-800-FLA-LOVE” helpline number was featured.

The parent resource booklet materials were entitled “Understanding Child Development: Parenting Tips Appropriate for Your Child’s Age.” The booklet had a number of illustrations and provided factual information, tips and do’s and don’ts about parenting, child development, discipline, health and safety and related topics. The materials were an excerpt from the full-length resource booklet and were primarily informational with some motivational messages. The parent helpline number, 1-800-FLA-LOVE, was displayed prominently on several pages of the resource materials. The pages from the booklet that were used as a campaign stimulus in this study are in the Appendix.

The campaign stimuli were shown as follows. After the campaign stimulus group completed the baseline survey, they continued with their online e-Rewards session and viewed the three PSAs on the computer screen, one after the other. The order of presentation of the PSAs was randomized for each participant. Immediately following the PSAs, participants were given an opportunity to review the resource booklet excerpt online, and were required to spend a minimum amount of time on each page before continuing. After viewing all of these materials, participants completed a short series of questions about their reactions and receptivity to the stimuli. That concluded their first online e-Rewards session.

Upon logging into e-Rewards and after completing sections of the 30-day follow up survey addressing lifestyle and all of the campaign outcomes, campaign stimulus participants again viewed and read the PSAs and resource booklet excerpt. The same campaign exposure protocol was followed: PSAs presented in random order, followed by the print parent resource material. These participants then completed the portion of the follow-up survey that included questions about reactions and receptivity to the stimuli.

Measurements and Instruments

This study included several categories of outcome measures that were intended to detect the desired changes and statistically control for important factors related to the changes. In addition to respondent characteristics (demographic and economic), items on the survey instrument included measures of lifestyle, reactions to the PSAs and parent resource materials, and several outcomes. The items that

corresponded with the outcomes in this study could also be considered constructs. Figure 5 below lists the measurement items by outcome or construct.

Figure 5. Efficacy Study Measurement Items for Outcomes and Constructs

Measurement Items for Outcomes and Constructs (expected response)
<i>Knowledge of Child Development</i>
An average newborn cries 2-3 hours a day and sometimes more. (agree)
Comforting babies when they cry is important. (agree)
Before a child is 2 years of age, he or she should be able to remember rules and follow simple directions consistently. (disagree)
Some children might not be ready for potty training until they are over 3 years old. (agree)
Babies are safe when they sleep with their parents.(disagree)
<i>Knowledge of Child Disciplinary Techniques that are Nonviolent and Developmentally Appropriate</i>
Redirecting a toddler's attention when they are misbehaving is a good way to encourage desired behavior.(agree)
Shaking a baby is OK sometimes. (disagree)
An inconsistent daily schedule for a child 2-5 years of age helps them behave better. (disagree)
<i>Knowledge of Community Resources</i>
I know where to get information about parenting in my community.(agree)
1-800-FLA-LOVE is a number any parent can call to get information about parenting.(agree)
<i>Attitudes Toward and Beliefs About Prevention of Child Abuse and Neglect</i>
Instincts alone can tell parents how to raise their children.(disagree)
It is not important for parents to ask for help with raising their children and managing family stress.(disagree)
Learning positive parenting skills can prevent child abuse and neglect.(agree)
Babysitting or running errands for a few hours for a parent is not a way to prevent child abuse and neglect.(disagree)
I think that child abuse and neglect can be prevented before it ever happens.(agree)
<i>Motivation to Prevent Child Abuse and Neglect</i>
I am willing to assist parents by watching their children occasionally.(agree)
If I think a parent needs advice or support, I will tell them about the helpline, 1-800-FLA-LOVE.(agree)
I will share information on healthy child development and nonviolent discipline techniques with other parents who have young children.(agree)
<i>Action to Prevent Child Abuse and Neglect</i>
In the past 30 days, I told a parent who needed advice to call the parent helpline, 1-800-FLA-LOVE. (yes)
In the past 30 days, I assisted parents by watching their children.(yes)
In the past 30 days, when I was upset with my child, I did not call anyone. (no)

All of the items on the survey had closed ended (pre-coded) response categories. Most of the survey items for the outcomes used a Likert-type scale with four responses ranging from strongly agree (=1) to strongly disagree (=4). Other items relied on a dichotomous response choice with yes, no and do not

know being the available response options. Items measuring characteristics of the respondents used appropriate codes for each response. A few data items were added to the data set based on the panel member profiles maintained by e-Rewards. These items were gender, household income, age of the respondent, household ownership (own or rent) and ages of children in the household. A master version of the survey instrument used for this study is in the Appendix.

The sequences for the major categories of questions in the online survey and the campaign stimuli in each session are listed below:

First Session

- Questions on lifestyle
- Questions on all outcomes (including behavior items)
- Questions on campaign awareness—prior to the study
- Campaign stimuli (public service announcements in random order and then the parent resource materials)
- Receptivity and reaction questions (after each stimulus)
- Questions on all outcomes except the 30-day follow-up or behavior questions (30 days had not passed from the baseline)

30-Day follow-up Session

- Questions on lifestyle
- Questions on all outcomes (including behavior—within the past 30 days)
- Campaign awareness
- Campaign stimuli (public service announcements in random order and then the parent resource materials)
- Receptivity and reaction questions (after each stimulus)

Data Collection Methodology

In order to obtain measures of the impact of a campaign within a short time frame and with an adequate number of study participants for statistical power, an online consumer panel is a viable option. Members of an online panel are available to respond to surveys quickly with incentives offered through the online panel. Panels include participants with a diverse set of socio-demographic characteristics. e-Rewards was the web panel service provider used in this study. This provider targeted participants for the study based on whether they had children 18 or younger living in the home and were a resident in Florida.

The survey for the baseline or first session was launched during the first week of May 2009. Within 5 days, the number of survey questionnaire completions expected for the first session was achieved. The 30-day follow-up session survey was launched the first week of June 2009. The 30-day follow-up survey session was conducted for 2 weeks in order to maximize the cooperation rate.

A protocol was developed to guide the exposure of the PSAS and parent resource material to stimulus group members. After asking the respondents all items that were measures for the outcomes at baseline, the respondents were shown the three PSAs. The sequence of the presentation of the

announcements was random. Respondents were asked questions regarding the receptivity and persuasiveness for each PSA immediately after the playing of the announcement. The parent resource material was displayed for review by the respondent PSAs and the corresponding question sequence was completed. The parent resource material consisted of eight pages from the parent resource booklet.

Data Analysis

The analyses conducted in the efficacy study corresponded with those required for testing the hypotheses listed in a previous section of the report. Bivariate relationships highlighted in the hypotheses were tested using t-tests and cross tabulations with chi-square F statistic. In addition, multivariate techniques were applied with the primary technique being binary logistic regression. The multivariate techniques were important in order to include several covariates that were considered theoretically and empirically important in affecting outcome item responses.

Descriptive and Bivariate Statistics

Basic descriptive statistics, including frequencies, percentages and standard deviations, for all measured variables were calculated by study group for the first session and 30-day follow-up. For tests of association between two variables, t-tests (paired and independent sample) and cross tabulations with chi-square F statistic and odds ratios were calculated to indicate statistically significant differences in appropriate response items across time points within study groups and/or across study groups.

Multivariate Analyses

Based on the descriptive and bivariate statistics, multivariate models were developed and estimated using binary logistic regression. This technique allows the calculation of odds ratios or Exp(B)s for each factor in the model, which is useful when identifying and interpreting the effects that are significant. The multivariate models included different sets of covariates in estimating the impact of the campaign on the outcomes. Examples of covariates in the models included several respondent characteristics, such as, age, gender, number of children living in the household, race, ethnicity and education level. Some multivariate models included previous campaign awareness, such as aware of any campaign displays (i.e., banners or pinwheels), confirmed exposure to a PSA and read an article in a newspaper.

As a key factor in the analysis of the efficacy of the campaign, study group membership was included as a factor in the multivariate models. This factor was coded as a dichotomy with 1 equal to membership in the campaign stimulus group and 0 equal to membership in the control group. The coefficients (Exp(B)) estimated for the study group factor determined the impact of the campaign on each outcome measure.

The campaign outcome measures were dependent variables and were converted to dichotomies. The conversions of the dependent dichotomies were based on the occurrence of the desired change or improvement between baseline and the 30-day follow-up. If there was an improvement in the response between the two measurement time points, then the response was coded 1. If the response was not changed or was the opposite direction of what was hypothesized, then the response was coded 0. In addition, membership in the study groups was coded as a dichotomy with membership in the campaign

study group coded 1 and the control group membership coded 0. With these conversions for the multivariate analyses, odds ratios or Exp(B)s were calculated to indicate the impact of the campaign stimuli on all of the outcome indicators.

Efficacy Study Results

The efficacy study results presented in this report accomplish two aims. The first and most important aim was to test all of the hypotheses listed in the introductory section for the efficacy study. These hypotheses address differences in the outcome measures before and immediately after exposure to campaign stimuli as well as 30 days following the initial exposure. The study design, which included a campaign stimulus group and a control group and measurement at two time points, allowed the necessary testing of all of the hypotheses. The second aim was to provide a wealth of information about the study respondents, including their characteristics and lifestyle preferences, their awareness of the Winds of Change campaign in their communities at two different time points and their receptivity and reactions to the PSAs and parent resource material. All of the findings were instructive and should be useful for a variety of purposes. The results are summarized at the end of the results section.

Efficacy Study Respondents, Socioeconomic Characteristics, and Lifestyle Preferences

Descriptive statistics for several characteristics and lifestyle preferences in each study group are presented in Tables 10 and 11. The entire sample is predominantly female, white, at a higher education level, married and owners of their home. Percentages for household income reached almost a fifth of the sample for each of the categories from \$25,000-\$49,000 up to \$100,000-\$149,999. Despite the higher education levels and high percentage of home ownership in this sample, household income covered a broad spectrum.

Table 10. Descriptive Statistics for Characteristics of the Study Group Members at Baseline

Characteristics of Respondents	First Session Baseline	
	Stimulus	Control
Age of Respondent (Average)	39.19	38.94
Gender (Female)	67.0%	72.0%
Highest Level of Schooling		
< High school	0.9%	0%
High school or GED	9.9%	10.1%
Some College	23.1%	21.1%
Bachelor's Degree	27.5%	28.8%
Race		
African American	5.5%	4.3%
White	88.9%	87.8%
Hispanic or Latino	11.7%	12.1%

Table 10. Descriptive Statistics for Characteristics of the Study Group Members at Baseline (Continued)

Characteristics of Respondents	First Session Baseline	
	Stimulus	Control
Marital Status-Currently Married	79.2%	78.6%
Household Income		
\$25,000-\$49,999	21.3%	23.4%
\$50,000-\$74,999	19.3%	20.9%
\$75,000-\$99,000	22.0%	20.9%
\$100,000-\$149,999	18.6%	14.7%
Own Home	76.2%	73.6%

Table 11. Lifestyle Descriptive Measures at Baseline for Stimulus and Control Study Groups

Measurement Item at Baseline (1=Strongly Agree, 2=Agree, 3=Disagree, and 4=Strongly Disagree)	Stimulus Mean and (S.D.)	Control Mean and (S.D.)
If I need them, community resources and social services are easy to access.	2.21 (.658)	2.30 (.712)
Families in my neighborhood are friendly with each other and interact on a regular basis.	2.08 (.711)	2.18 (.761)
When needed, public transportation is easy to access.	2.64 (.817)	2.67 (.875)
My family eats dinner together on a regular basis.	1.63 (.719)	1.62 (.722)
I regularly attend events that my children participate in.	1.37 (.590)	1.34 (.510)
My children are safe playing outside in my neighborhood.	1.94 (.644)	1.93 (.663)
My family and I regularly attend church or religious events.	2.32 (1.096)	2.34 (.990)
My children attend after school programs.	2.52 (.944)	2.40 (.908)
I often receive support from family members.	2.05 (.923)	2.18 (.964)

Based on the figures for lifestyle in Table 11 above, the sample had the highest level of agreement (strongly agree =1) for attending events that their children participate in, eating dinner together as a family and children are safe playing outside in their neighborhood.

Comparison of Stimulus and Control Groups at Baseline on Life Style, Items on Knowledge of Child Development, Child Discipline, Community Resources, and Demographics

Even though the panel members consenting to participation in this study were randomized, it is important to know if these groups were similar in their lifestyle, knowledge of the items of interest in this study and social and demographic characteristics. No differences in lifestyle items between the study groups at baseline (first session) were statistically significant ($p < .01$). Regarding knowledge of child development, child discipline and community resources, the differences in the baseline responses across the study groups for only one item were statistically significant. This item was “Learning positive parenting skills can prevent child abuse and neglect” ($p < .006$).

As displayed in Table 10 above, in the campaign stimulus group for the first session, 79.2 percent were currently married, 9.9 percent specified high school graduate as their educational level, 11.7 percent were Hispanic or Latino and 5.5 percent described themselves as Black or African American.

In the control group for the first session, 78.6 percent were currently married, 10.1 percent specified high school graduate as their educational level, 12.1 percent were Hispanic or Latino and 4.3 percent described themselves as Black or African American.

First Session Outcome Responses and Analyses

Table 12 displays descriptive statistics for all of the outcome indicators for each study group and measurement time point during the first survey session. Statistical tests of the differences between responses before and after campaign stimuli during the first session follow in the subsequent section.

Table 12. First Survey Session: Descriptive Statistics for Outcomes at Baseline and After Campaign Stimuli (Knowledge of Child Development, Child Discipline Techniques that are Nonviolent and Developmentally Appropriate and Community Resources, Motivation, and Action for Campaign Stimulus and Control Study Groups)

Measurement Items(1=Strongly Agree, 2=Agree, 3=Disagree, and 4=Strongly Disagree) or (1=Yes, 2=No)	First Session Descriptive Statistics		
	Stimulus		Control
	Baseline	Post Campaign Stimuli	Baseline
An average newborn cries 2-3 hours a day and sometimes more.	2.33(.867) N=400	2.0(.863) N=394	2.27(.864) N=396
Comforting babies when they cry is important.	1.38(.526) N=404	1.35(.517) N=402	1.39 (.524) N=400
Before a child is 2 years of age, he or she should be able to remember rules and follows simple directions consistently.	2.75 (.844) N=400	2.60(.818) N=398	2.79(.827) N=394
Some children might not be ready for potty training until they are over 3 years old.	2.06(.698) N=404	1.89(.675) N=402	2.02(.827) N=398
Babies are safe when they sleep with their parents.	3.02(.707) N=399	3.20 (.703) N=395	3.03(.777) N=396

Table 12. First Survey Session: Descriptive Statistics for Outcomes at Baseline and After Campaign (Continued)

Measurement Items(1=Strongly Agree, 2=Agree, 3=Disagree, and 4=Strongly Disagree) or (1=Yes, 2=No)	First Session Descriptive Statistics		
	Stimulus		Control
	Baseline	Post Campaign Stimuli	Baseline
Redirecting a toddler's attention when they are misbehaving is a good way to encourage desired behavior.	1.81 (.660) N=398	1.62 (.636) N=395	1.83 (.706) N=395
Shaking a baby is OK sometimes.	3.95 (.286) N=403	3.94(.340) N=402	3.94 (.276) N=400
An inconsistent daily schedule for a child 2-5 years of age helps them behave better.	3.63 (.670) N=401	3.42(.919) N=400	3.61(.688) N=401
I know where to get information about parenting in my community.	2.09 (.667) N=399	1.79(.573) N=393	2.11(.719) N=395
1-800-FLA-LOVE is a number any parent can call to get information about parenting.	2.22 (.679) N=175	1.52(.511) N=380	2.10 (.555) N=193
Instincts alone can tell parents how to raise their children.	2.95 (.593) N=399	3.11(.680) N=397	3.01 (.618) N=399
It is not important for parents to ask for help with raising their children and managing family stress.	3.34 (.813) N=401	3.18(.919) N=401	3.33 (.773) N=401
Learning positive parenting skills can prevent child abuse and neglect.	1.39 (.522) N=402	1.42(.528) N=402	1.29 (.476) N=399
Babysitting or running errands for a few hours for a parent is not a way to prevent child abuse and neglect.	2.49 (.858) N=351	2.69(.891) N=375	2.53(.842) N=341
I think that child abuse and neglect can be prevented before it ever happens.	1.64(.606) N=397	1.56(.572) N=399	1.62(.640) N=393
I am willing to assist parents by watching their children occasionally.	1.96(.634) N=393	1.79 (.614) N=388	1.91(.585) N=388
If I think a parent needs advice or support, I will tell them about the helpline, 1-800-FLA-LOVE.	1.98(.658) N=315	1.67(.563) N=386	1.94(.602) N=338
I will share information on healthy child development and nonviolent discipline techniques with other parents who have young children.	1.71(.580) N=395	1.61(.534) N=389	1.69(.535) N=392
In the past 30 days, I told a parent who needed advice to call the parent helpline, 1-800-FLA-LOVE.	1.8% N=381	NA	1.1% N=374
In the past 30 days, I assisted parents by watching their children.	56.0% N=400	NA	62.4% N=399
In the past 30 days, when I was upset with my child, I did not call anyone.	58.2% N=404	NA	56.9% N=401

Differences in Outcomes between Baseline or Before Campaign Stimuli and Immediately After Campaign Stimuli—First Survey Session

Using only paired t-tests, the response differences between the baseline and after exposure on outcomes measuring knowledge about child development, child discipline and community resources, and willingness to prevent child abuse and neglect that were statistically significant ($p < .01$) and improved as predicted, were:

- An average newborn cries 2-3 hours a day and sometimes more. (agree)
- Some children might not be ready for potty training until they are over 3 years old. (agree)
- Babies are safe when they sleep with their parents. (disagree)
- Redirecting a toddler's attention when they are misbehaving is a good way to encourage desired behavior. (agree)
- I know where to get information about parenting in my community. (agree)
- 1-800-FLA-LOVE is a number any parent can call to get information about parenting. (agree)
- Instincts alone can tell parents how to raise their children. (disagree)
- Babysitting or running errands for a few hours for a parent is not a way to prevent child abuse and neglect. (disagree)
- I think that child abuse and neglect can be prevented before it ever happens. (agree)
- I am willing to assist parents by watching their children occasionally. (agree)
- If I think a parent needs advice or support, I will tell them about the helpline, 1-800-FLA-LOVE. (agree)
- I will share information on healthy child development and nonviolent discipline techniques with other parents who have young children. (agree)

Response differences between the baseline and after exposure on outcomes measuring knowledge about child development, child discipline and community resources that were statistically significant ($p < .01$) but not improved as hypothesized were:

- Before a child is 2 years of age, he or she should be able to remember rules and follow simple directions consistently. (disagree) (more agreed than disagreed after the stimulus)
- An inconsistent daily schedule for a child 2-5 years of age helps them behave better. (disagree) (more agreed than disagreed after the stimulus)
- It is not important for parents to ask for help with raising their children and managing family stress. (disagree) (more agreed than disagreed after the stimulus)

Response differences for several items in the pre-post comparison that were not statistically significant (at $p < .01$) were:

- Comforting babies when they cry is important. (not significant)
- Shaking a baby is OK sometimes. (not significant)
- Learning positive parenting skills can prevent child abuse and neglect. (not significant)

Reactions and Receptivity to the Public Service Announcements (PSAs) and Parent Resource Material at Baseline (Only Campaign Stimulus Group and only the First Survey Session)

As part of the efficacy study, the receptivity and reactions of the respondents to each PSA and the parent resource material were of interest. The questions posed after showing each announcement were the following:

- Was this PSA convincing? (agree or disagree)
- Would you say this PSA grabbed your attention? (yes or no)
- Would you say this PSA gave you good reasons to seek more information about child abuse and neglect? (yes or no)
- Would you say this PSA said something important to you?

The frequency distributions for the responses to the above questions for each PSA are displayed in the following tables with the responses to “Brittany” first, “Bus Stop” second and “Parent Helpline” third.

Table 13. Brittany PSA--Indicate how much you agree or disagree with the following statement: This PSA is convincing.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-Strongly Agree	68	8.4	17.5	17.5
	2-Agree	246	30.6	63.4	80.9
	3-Disagree	24	3.0	6.2	87.1
	4-Strongly Disagree	4	.5	1.0	88.1
	5-Have no opinion	46	5.7	11.9	100.0
	Total	388	48.2	100.0	
Missing	99	16	2.0		
	System	401	49.8		
	Total	417	51.8		
Total		805	100.0		

Table 14. Brittany PSA--Would you say the PSA grabbed your attention?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-yes	234	29.1	61.3	61.3
	2-no	112	13.9	29.3	90.6
	3-DK	36	4.5	9.4	100.0
	Total	382	47.5	100.0	
Missing	99	22	2.7		
	System	401	49.8		
	Total	423	52.5		
Total		805	100.0		

Table 15. Brittany PSA--Would you say the PSA gave you good reasons to seek more information about child abuse and neglect?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-Yes	158	19.6	41.5	41.5
	2-No	165	20.5	43.3	84.8
	3-DK	58	7.2	15.2	100.0
	Total	381	47.3	100.0	
Missing	99	23	2.9		
	System	401	49.8		
	Total	424	52.7		
Total		805	100.0		

Table 16. Brittany PSA-Would you say this PSA said something important to you?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-Yes	274	34.0	71.2	71.2
	2-No	80	9.9	20.8	91.9
	3-DK	31	3.9	8.1	100.0
	Total	385	47.8	100.0	
Missing	99	19	2.4		
	System	401	49.8		
	Total	420	52.2		
Total		805	100.0		

Table 17. Bus Stop PSA-Indicate how much you agree or disagree with the following statement: This PSA is convincing.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-Strongly Agree	33	4.1	8.6	8.6
	2-Agree	217	27.0	56.7	65.3
	3-Disagree	67	8.3	17.5	82.8
	4-Strongly Disagree	9	1.1	2.3	85.1
	5-Have no opinion	57	7.1	14.9	100.0
	Total	383	47.6	100.0	
Missing	99	21	2.6		
	System	401	49.8		
	Total	422	52.4		
Total		805	100.0		

Table 18. "Bus Stop" PSA --Would you say the PSA grabbed your attention?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-Yes	183	22.7	47.3	47.3
	2-No	166	20.6	42.9	90.2
	3-DK	38	4.7	9.8	100.0
	Total	387	48.1	100.0	
Missing	99	17	2.1		
	System	401	49.8		
	Total	418	51.9		
Total		805	100.0		

Table 19. "Bus Stop" PSA--Would you say the PSA gave you good reasons to seek more information about child abuse and neglect?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-Yes	132	16.4	34.7	34.7
	2-No	189	23.5	49.7	84.5
	3-DK	59	7.3	15.5	100.0
	Total	380	47.2	100.0	
Missing	99	24	3.0		
	System	401	49.8		
	Total	425	52.8		
Total		805	100.0		

Table 20. "Bus Stop" PSA--Would you say this PSA said something important to you?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-Yes	186	23.1	48.6	48.6
	2-No	148	18.4	38.6	87.2
	3-DK	49	6.1	12.8	100.0
	Total	383	47.6	100.0	
Missing	99	21	2.6		
	System	401	49.8		
	Total	422	52.4		
Total		805	100.0		

Table 21. "Parent Helpline" PSA--Indicate how much you agree or disagree with the following statement: This PSA is convincing.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-Strongly Agree	61	7.6	15.5	15.5
	2-Agree	245	30.4	62.3	77.9
	3-Disagree	46	5.7	11.7	89.6
	4-Strongly Disagree	6	.7	1.5	91.1
	5-Have no opinion	35	4.3	8.9	100.0
	Total	393	48.8	100.0	
Missing	99	11	1.4		
	System	401	49.8		
	Total	412	51.2		
Total		805	100.0		

Table 22. "Parent Helpline" PSA--Would you say the PSA grabbed your attention?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-Yes	239	29.7	61.1	61.1
	2-No	121	15.0	30.9	92.1
	3-DK	31	3.9	7.9	100.0
	Total	391	48.6	100.0	
Missing	99	13	1.6		
	System	401	49.8		
	Total	414	51.4		
Total		805	100.0		

Table 23. "Parent Helpline" PSA--Would you say the PSA gave you good reasons to seek more information about child abuse and neglect?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-Yes	169	21.0	43.4	43.4
	2-No	172	21.4	44.2	87.7
	3-DK	48	6.0	12.3	100.0
	Total	389	48.3	100.0	
Missing	99	15	1.9		
	System	401	49.8		
	Total	416	51.7		
Total		805	100.0		

Table 24. "Parent Helpline" PSA--Would you say this PSA said something important to you?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-Yes	238	29.6	60.6	60.6
	2-No	125	15.5	31.8	92.4
	3-DK	30	3.7	7.6	100.0
	Total	393	48.8	100.0	
Missing	99	11	1.4		
	System	401	49.8		
	Total	412	51.2		
Total		805	100.0		

Table 25. Summary of Receptivity and Reactions to all Three PSAs at Baseline in the Stimulus Group

Survey Items	Brittany PSA	Bus Stop PSA	Parent Helpline PSA
PSA is convincing	N=388	N=383	N=393
Strongly Agree	17.5%	8.6%	15.5%
Agree	63.4%	56.7%	62.3%
Total Agree	80.9%	65.3%	77.8%
PSA grabbed your attention	N=382	N=387	N=391
Yes	61.3%	47.3%	61.1%
Don't Know	9.4%	9.8%	7.9%
PSA gave you good reasons to seek more information about child abuse and neglect	N=381	N=380	N=389
Yes	41.5%	34.7%	43.4%
Don't Know	15.2%	15.5%	12.3%
PSA said something important to you	N=385	N=383	N=393
Yes	71.2%	48.6%	60.6%
Don't Know	8.1%	12.8%	7.6%

Based on the percentages presented in the tables above, the PSA with the highest percentage of respondents strongly agreeing that the PSA was convincing was the “Brittany” PSA. Referring to the responses to the second question, both the “Brittany” and the “Parent Helpline” PSAs had approximately 61 percent of the respondents indicating that the PSA grabbed their attention. The “Parent Helpline” PSA had the highest percentage of respondents indicating that the PSA gave good reasons to seek more information about child abuse and neglect. The PSA with the highest percentage of respondents indicating that the PSA said something important to them was the “Brittany” PSA.

Reactions and receptivity to the parent resource materials were also obtained through this efficacy study. The responses regarding the parent resource material are displayed in the following tables.

Table 26. Parent Resource Materials--Indicate how much you agree or disagree with the following statement: This material is convincing.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-Strongly Agree	192	23.9	47.8	47.8
	2-Agree	205	25.5	51.0	98.8
	3-Disagree	2	.2	.5	99.3
	5-Have no opinion	3	.4	.7	100.0
	Total	402	49.9	100.0	
Missing	99	2	.2		
	System	401	49.8		
	Total	403	50.1		
Total		805	100.0		

Table 27. Parent Resource Materials-Would you say the material gave you information you can use in parenting?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-Yes	378	47.0	95.2	95.2
	2-No	17	2.1	4.3	99.5
	3-DK	2	.2	.5	100.0
	Total	397	49.3	100.0	
Missing	99	7	.9		
	System	401	49.8		
	Total	408	50.7		
Total		805	100.0		

Table 28. Parent Resource Materials-Would you say the material gave you good reasons to seek more information about child abuse and neglect?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-Yes	190	23.6	47.9	47.9
	2-No	167	20.7	42.1	89.9
	3-DK	40	5.0	10.1	100.0
	Total	397	49.3	100.0	
Missing	99	7	.9		
	System	401	49.8		
	Total	408	50.7		
Total		805	100.0		

Table 29. Parent Resource Materials-Would you say these materials provided you with information important to you?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-Yes	358	44.5	90.4	90.4
	2-No	32	4.0	8.1	98.5
	3-DK	6	.7	1.5	100.0
	Total	396	49.2	100.0	
Missing	99	8	1.0		
	System	401	49.8		
	Total	409	50.8		
Total		805	100.0		

The percentages displayed in the tables above for the parent resource materials indicate a favorable impression. Approximately 98 percent agreed that the material was convincing. The information was considered useful in parenting by 95 percent of the respondents. Consistent with the reactions to the public service announcements, a smaller percentage (less than half) of the respondents thought the information gave them reasons to seek more information about child abuse and neglect. In response to the final question, 90 percent thought the parent resource materials provided information that was important to them.

Awareness of the Winds of Change Campaign

Several questions were asked in the first session and the 30-day follow-up session to measure awareness of or exposure to the campaign among the respondents. This was important for a variety of reasons, particularly since heightened activity and exposure levels for the campaign were during the two months the survey was conducted (April and May). Exposure could have been through posters displayed indoors, banners displayed outside, parent resource booklets, seeing pinwheel gardens, reading news stories or letters on the campaign, or seeing or hearing public service announcements on the television or radio. If the respondent indicated they saw a PSA, the survey instrument included questions to confirm they remembered the content of the announcement. It was expected that the awareness of and exposure to the campaign would be higher in the 30-day follow-up session compared to the first session.

First Session or Baseline: Were the respondents aware of or exposed to the campaign prior to this study?

In the campaign stimulus group, 6.2 percent saw posters displayed indoors, 5 percent saw banners outdoors, 3.5 percent saw parent resource booklets, 6.5 percent saw pinwheels displayed, 10.9 percent saw PSAs, and 3.3 percent saw newspaper articles or television news stories about the campaign. The number of respondents who saw at least one of these is 78 or around 20 percent of those in the campaign group. Among those in the campaign stimulus group who indicated they had seen a PSA, 23 or 52 percent responded correctly to the confirmation question for the “Brittany” PSA(44), 9 or 20 percent to the “Bus Stop” PSA and 22 or 50 percent to the “Parent Helpline” PSA. Among those who saw at least one of the three PSAs, 34 or 77 percent respondents were able to confirm their awareness.

In the control group, 5.5 percent saw posters displayed indoors, 5 percent saw banners outdoors, 3.3 percent saw parent resource booklets, 7.5 percent saw pinwheels displayed, 12.5 percent saw PSAs, and 3.8 percent saw newspaper articles or television news stories about the campaign. The number of respondents who saw at least one of these is 76 or around 19 percent of those in the control group. Among those in the control group who indicated they had seen a PSA(50), 27 or 54 percent responded correctly to the confirmation question for the “Brittany” PSA, 8 or 16 percent to the “Bus Stop” PSA and 29 or 58 percent to the “Parent Helpline” PSA. Among those who saw at least one of the three PSAs, 39 or 78 percent were able to confirm their awareness.

30-Day Follow-up: Were the respondents aware of or exposed to the campaign at the 30-day follow -up survey session?

In the campaign stimulus group at 30-day follow-up, 10 percent saw posters displayed indoors, 7 percent saw banners outdoors, 6.1 percent saw parent resource booklets, 7.2 percent saw pinwheels displayed, 18 percent saw PSAs, and 5 percent saw newspaper articles or television news stories about the campaign. Among those in the campaign stimulus group, 48 of 266 or 18 percent of respondents indicated that they saw one of the public service announcements. Among those in the campaign stimulus group who indicated they had seen one of the public service announcements, 40 or 83 percent responded correctly to the confirmation questions for the “Brittany” PSA, 25 or 52 percent for the “Bus Stop” PSA and 33 or 68 percent to the “Parent Helpline” PSA. Among those who saw at least one of the three PSAs, 43 or 90 percent were able to confirm their awareness.

In the control group at 30-day follow-up, 9 percent saw posters displayed indoors, 5 percent saw banners outdoors, 3.4 percent saw parent resource booklets, 8.2 percent saw pinwheels displayed, 12 percent saw PSAs, and 3.1 percent saw newspaper articles or television news stories about the campaign. Among those in the control group, 39 of 286 or 12 percent of respondents indicated that they saw one of the public service announcements. Among those in the control group that indicated they had seen one of the public service announcements, 28 or 72 percent responded correctly to the confirmation questions for the “Brittany” PSA, 12 or 31 percent for the “Bus Stop” PSA and 21 or 54 percent of the “Parent Helpline” PSA. Among those who saw at least one of the three PSAs, 31 or 79 percent were able to confirm their awareness.

30-Day Follow-up Outcome Responses and Analyses

As displayed earlier for the first survey session, Table 30 presents the descriptive statistics for the responses to all of the outcome items for each study group during the 30-day follow-up session. Statistical differences in responses that were tested follow this section.

Table 30. 30-Day Follow-up Session: Knowledge of Child Development, Child Discipline Techniques that are Nonviolent and Developmentally Appropriate and Community Resources, Motivation, and Action in Campaign Stimulus and Control Study Groups

Measurement Items(1=Strongly Agree, 2=Agree, 3=Disagree, and 4=Strongly Disagree) or (1=Yes, 2=No)	30-Day Follow-up Descriptive Statistics Means and Standard Deviations	
	Stimulus Group	Control Group
An average newborn cries 2-3 hours a day and sometimes more.	1.98 (.832) N=265	2.08 (.868) N=325
Comforting babies when they cry is important.	1.37 (.536) N=265	1.41 (.557) N=323
Before a child is 2 years of age, he or she should be able to remember rules and follow simple directions consistently.	2.73(.875) N=264	2.81(.832) N=321
Some children might not be ready for potty training until they are over 3 years old.	1.93 (.749) N=266	1.99(.740) N=322
Babies are safe when they sleep with their parents.	3.24 (.708) N=263	3.12 (.788) N=322
Redirecting a toddler's attention when they are misbehaving is a good way to encourage desired behavior.	1.65(.606) N=262	1.72(.722) N=321
Shaking a baby is OK sometimes.	3.93 (.334) N=266	3.92(.338) N=325
An inconsistent daily schedule for a child 2-5 years of age helps them behave better.	3.62(.709) N=263	3.67(.598) N=323
I know where to get information about parenting in my community.	2.04(.698) N=259	2.16 (.673) N=321
1-800-FLA-LOVE is a number any parent can call to get information about parenting.	1.74(.533) N=240	1.94(.517) N=234
Instincts alone can tell parents how to raise their children.	3.03 (.603) N=261	2.98(.625) N=323
It is not important for parents to ask for help with raising their children and managing family stress.	3.22(.878) N=265	3.33(.835) N=321

Table 30. 30-Day Follow-up Session: Knowledge of Child Development, Child Discipline Techniques that are Nonviolent and Developmentally Appropriate and Community Resources, Motivation, and Action in Campaign Stimulus and Control Study Groups (Continued)

Measurement Items(1=Strongly Agree, 2=Agree, 3=Disagree, and 4=Strongly Disagree) or (1=Yes, 2=No)	30-Day Follow-up Descriptive Statistics Means and Standard Deviations	
	Learning positive parenting skills can prevent child abuse and neglect.	1.43(.532) N=265
Babysitting or running errands for a few hours for a parent is not a way to prevent child abuse and neglect.	2.87(.823) N=249	2.66(.841) N=303
I think that child abuse and neglect can be prevented before it ever happens.	1.64(.588) N=263	1.65(.615) N=322
I am willing to assist parents by watching their children occasionally.	1.86(.629) N=258	1.89(.620) N=318
If I think a parent needs advice or support, I will tell them about the helpline, 1-800-FLA-LOVE.	1.89(.589) N=257	1.90(.553) N=289
I will share information on healthy child development and nonviolent discipline techniques with other parents who have young children.	1.72 (.563) N=258	1.72 (.562) N=316
In the past 30 days, I told a parent who needed advice to call the parent helpline, 1-800-FLA-LOVE.	6.0% N=250	4.0% N=302
In the past 30 days, I assisted parents by watching their children.	65.0% N=263	65.4% N=318
In the past 30 days, when I was upset with my child, I did not call anyone.	37.2% N=266	37.8% N=325

Comparison of Baseline or First Session Responses on Outcomes and 30-Day Follow-up Responses in the Campaign Stimulus Group

Significant differences in the responses on outcomes between baseline and the 30-day follow-up for the campaign stimulus group were determined using paired t-tests. This statistical test only indicates the response differences in one study group and is not the analysis that was used in this study to determine the efficacy of the campaign stimuli. However, these comparisons are still useful and can provide insights on desired changes in that single group. The statistically significant results for these response comparisons are listed below.

Response differences between the baseline and the 30-day follow-up for the campaign stimulus group responding at baseline and 30 days later were statistically significant ($p < .01$) and in the direction predicted for the following statements as they were presented:

- An average newborn cries two to three hours a day and sometimes more. (agree)

- Some children might not be ready for potty training until they are over 3 years old. (agree)
- Babies are safe when they sleep with their parents. (disagree)
- Redirecting a toddler's attention when they are misbehaving is a good way to encourage desired behavior. (agree)
- 1-800-FLA-LOVE is a number any parent can call to get information about parenting. (agree)
- Babysitting or running errands for a few hours for a parent is not a way to prevent child abuse and neglect. (disagree)
- I am willing to assist parents by watching their children occasionally. (agree)

Based on the findings listed above, the response changes in the campaign stimulus group at baseline and 30 days later were significant for some measures of all outcomes except behavior or action to prevent. Those outcomes with measures or indicators that had significant differences were knowledge of child development, knowledge of child disciplinary techniques that are nonviolent and developmentally appropriate, knowledge of community resources for parents, attitudes and beliefs about preventing child abuse and neglect and motivation to prevent child abuse and neglect.

Among the action to prevent child abuse and neglect outcome measures, it was learned that among those in the campaign stimulus group at baseline, 1.8 percent of the respondents (N=381) indicated that they told a parent who needed advice to call the parent helpline, 1-800-FLA-LOVE. At the 30-day follow-up, 6 percent of the respondents in the campaign stimulus group in that survey session indicated they took that action. Another item measuring action to prevent was "in the past 30 days, I assisted parents by watching their children." Responses to this item in the campaign stimulus group at baseline indicated that 56 percent of the respondents (N=400) took this action. At the 30-day follow-up, 65 percent of the campaign stimulus respondents (N=263) took this action. The last item measuring action asked about calling someone when they were upset with their child. At baseline, 42 percent of the respondents (N=404) in the campaign stimulus group indicated that they did not call anyone. After 30 days, the percentage of those responding in the campaign stimulus group (N=266) that they did not call anyone dropped to 37 percent.

Impact of the Winds of Change Campaign on Outcomes in the Efficacy Study

As explained in the earlier data analysis section, testing the efficacy or impact of the campaign on the outcomes of interest in this study required the recoding of several key variables and the use of binary logistic regression as a multivariate technique. The outcomes included knowledge of child development, knowledge of child disciplinary techniques that are nonviolent, knowledge of community resources for parents, motivation to prevent child abuse and neglect, and action or behavior to prevent child abuse or neglect. Changes in the responses for each outcome measure in the directions hypothesized were coded to indicate improvement or no improvement between baseline and the 30-day follow-up. Because of the need to include both time periods, only those respondents in the first session for baseline and those in the 30-day follow-up were included in this set of analyses. The covariates included were number of children 18 years of age or younger living in the household, current marital status, highest level of schooling, Hispanic/Latino, race, age of the respondent and gender of the respondent. Based on this set

of multivariate analyses, the campaign was identified as having a statistically significant (all but one coefficient was $p < .05$) impact on the following outcomes:

- An average newborn cries 2-3 hours a day and sometimes more. (agree) ($p = .038$, odds ratio for this change or improvement in response was 1.496)
- Some children may not be ready for potty training until they are over 3 years of age. (agree) ($p = .009$, odds ratio for this change or improvement in response was 1.777).
- Babies are safe when they sleep with their parents. (disagree) ($p = .025$, odds ratio for this change or improvement in response was 1.636)
- I know where to get information about parenting in my community. (agree) ($p = .024$, odds ratio for this change or improvement in responses was 1.667)
- 1-800-FLA-LOVE is a number any parent can call to get information about parenting. (agree) ($p < .001$, odds ratio for this change or improvement in responses was 3.747)
- Instincts alone can tell parents how to raise their children. (disagree) ($p = .058$, odds ratio for this change or improvement in responses was 1.557)
- Babysitting or running errands for a few hours for a parent is not a way to prevent child abuse and neglect. (disagree) ($p < .001$, odds ratio for this change or improvement was 2.153)
- I am willing to assist parents by watching their children occasionally. (agree) ($p = .023$, odds ratio for this change or improvement in responses was 1.733)

Among the significant findings listed above, three of them measured knowledge of child development, two measured knowledge about community resources for parents, two measured attitudes and beliefs about preventing child abuse and neglect, and one measured motivation to prevent child abuse and neglect. The campaign did not significantly impact several other outcomes. Two outcome categories or constructs that did not have any outcome measures impacted were knowledge of child disciplinary techniques that are nonviolent and developmentally appropriate and action or behavior to prevent child abuse and neglect. The final category asks the respondents to indicate if they have acted to prevent child abuse and neglect within the past 30 days by telling a parent who needed advice to call the parent helpline, assisting parents by watching their children, and calling someone when they were upset with their child.

In addition to the multivariate analyses completed and discussed above, another model was estimated for those outcome measures that indicated the campaign had a significant effect. The second model added a covariate for exposure to the campaign messages prior to the study. The findings based on the second model did not change the interpretation of the results from the earlier model, except the p values were modified with one model measuring the campaign impact on “Instincts alone can tell parents how to raise their children” changing the p value from the campaign coefficient from $p = .058$ to $p = .063$, which is a lower level of statistical significance.

Summary of the Results

The Winds of Change campaign prompted responses from the panel respondents in the expected ways. The expected responses were identified immediately after exposure to the campaign stimuli in the

campaign stimuli study group as well as after the 30 days in the follow-up session. Relying on the rigor of the experimental design used for this study and the measurement time points for both study groups, the campaign was also determined to have an impact on several outcome measures for knowledge of child development, knowledge of community parenting resources, attitudes or beliefs about preventing child abuse and neglect, and motivation to prevent child abuse and neglect. It was this set of findings that determined the efficacy of the campaign for this study. Adding to the understanding of the campaign's impact on panel respondents were findings that measured receptivity and reaction to each PSA and the parent resource materials. As a final contribution in this evaluation of the campaign impacts, the results provided measures of the awareness of this campaign among the panel respondents prior to the survey and after 30 days.

The results are summarized further below by referring to each hypothesis presented in the earlier section of this report.

H1: Exposure to Winds of Change messages is associated with increased knowledge of child development, child disciplinary techniques that are nonviolent and developmentally appropriate and community resources for parents.

H1a: There will be significant improvement in knowledge of child development, child disciplinary techniques that are nonviolent and developmentally appropriate and community resources for parents between baseline or before exposure to Winds of Change PSAs and parent resource materials and immediately after exposure.

Significant response differences were detected for several, but not all, items measuring knowledge of child development, knowledge of child disciplinary techniques that are nonviolent and developmentally appropriate and knowledge of community resources for parents. Testing of this hypothesis was only done with the respondents in the campaign stimulus group (first survey session).

H1b: There will be significant improvement in knowledge of child development, child disciplinary techniques that are nonviolent and developmentally appropriate and community resources for parents between baseline and 30 days after exposure.

Significant response differences were detected for several, but not all, items measuring knowledge of child development, knowledge of child disciplinary techniques that are nonviolent and developmentally appropriate and knowledge of community resources. Testing of this hypothesis was only conducted with the respondents in the campaign stimulus group who responded at baseline and in the 30-day follow-up.

H1c: The improvement in knowledge of child development, child disciplinary techniques that are nonviolent and developmentally appropriate and community resources for parents between baseline and 30 days after exposure in the campaign stimulus group will be greater than improvement between baseline and 30-day follow-up in the control group.

Using a multivariate analytical technique and both study groups, it was determined that the campaign was efficacious and impacted responses on three outcome measures in the knowledge of child development construct and two in the community resources for parents construct. These knowledge items referred to newborn crying, appropriate age for potty training, sleeping with parents, knowing where to get information about parenting and knowledge that the 1-800-FLA-LOVE is a number that parents can call to get information about parenting.

H2: Exposure to Winds of Change messages is associated with more positive attitudes and beliefs about preventing child abuse and neglect.

H2a: There will be significant change in attitudes and beliefs about preventing child abuse and neglect between the baseline and immediately after exposure to campaign stimuli.

Significant response differences were detected for three items measuring positive attitudes and beliefs about preventing child abuse and neglect. Testing of this hypothesis was conducted with the respondents in the campaign stimulus group (first survey session).

H2b: There will be significant change in attitudes and beliefs about preventing child abuse and neglect between baseline and 30 days after exposure to campaign stimuli.

Significant response differences were detected for two items measuring attitudes and beliefs about preventing child abuse and neglect. Testing of this hypothesis was only conducted with the respondents in the campaign stimulus group who responded at baseline and in the 30-day follow-up.

H2c: The change in attitudes and beliefs about preventing child abuse and neglect between baseline and 30 days after exposure in the campaign stimulus group will be greater than change between baseline and 30-day follow-up in the control group.

Using a multivariate analytical technique and both study groups, it was determined that the campaign was efficacious and impacted responses on two outcome measures for attitudes and beliefs about preventing child abuse and neglect. These items referred to an opinion that instincts alone should not be used to tell parents how to raise children and the belief that babysitting or running errands for a parent is a way to prevent child abuse and neglect.

H3: Exposure to Winds of Change messages is associated with higher motivation and intention to prevent child abuse and neglect.

H3a: There will be significant increases in motivation or intent to prevent child abuse and neglect between baseline and immediately after exposure to campaign stimuli.

Significant response differences were detected for all three items measuring motivation or the intent to prevent child abuse and neglect. Testing of this hypothesis was conducted with the respondents in the campaign stimulus group (first survey session).

H3b: There will be significant increases in motivation or intent to prevent child abuse and neglect between baseline and 30 days after exposure to campaign stimuli.

Significant response differences were detected for one item measuring motivation or the intent to prevent child abuse and neglect. Testing of this hypothesis was only conducted with the respondents in the campaign stimulus group who responded at baseline and in the 30-day follow-up.

H3c: The increase in motivation or intent to prevent child abuse and neglect between baseline and 30 days after exposure in the campaign stimulus group will be greater than the increase between baseline and 30-day follow-up in the control group.

Using a multivariate analytical technique and both study groups, it was determined that the campaign was efficacious and impacted responses on one outcome measure for motivation or intent to prevent child abuse and neglect. This item referred to the willingness of the respondents to assist parents by watching their children occasionally.

H4: Exposure to Winds of Change messages is associated with increased action taken to prevent child abuse and neglect.

H4a: There will be significant increases in action taken to prevent child abuse and neglect between baseline and immediately after exposure.

The hypothesis could not be tested due to the absence of items on prevention action and behavior immediately after the exposure to the campaign during the first session.

H4b: There will be significant increases in action taken to prevent child abuse and neglect between baseline and 30 days after exposure to campaign stimuli.

There were percentage differences for responses on items measuring prevention actions that were in the expected direction. These percentages were calculated for the respondents in the campaign stimulus group at baseline and the 30-day follow-up.

H4c: The increase in action taken to prevent child abuse and neglect between baseline and 30 days after exposure in the campaign stimulus group will be greater than the increase between baseline and 30-day follow-up in the control group.

Using a multivariate analytical technique and both study groups, it was determined that the campaign did not increase prevention actions or behaviors.

H5: Parents exposed to specific Winds of Change PSAs will have positive reactions and receptivity to those messages and the campaign as a whole.

H5a: There will not be significant differences in the reactions and receptivity across the public service announcements.

There were differences in the reactions to the PSAs with two identified as more convincing, grabbing their attention and giving them reasons to seek more information on child abuse and neglect. These two were “Brittany” and “Parent Helpline.” In addition, the public service announcement that had the highest percentage of respondents indicating that it said something important to them was “Brittany.”

H5b: There will not be significant differences in the reactions and receptivity between the public service announcements and the parent resource material.

The reactions to the parent resource material were favorable with the percentages of positive responses to three of the four questions being 90 percent or above.

Discussion of the Efficacy Study Findings

The Winds of Change campaign was efficacious in its impact on several outcomes developed for this campaign in this study. The key outcomes were knowledge of child development, knowledge of child disciplinary techniques that are nonviolent and developmentally appropriate, knowledge of community resources for parents, attitudes toward and the beliefs about the prevention of child abuse and neglect, motivation to prevent child abuse and neglect and action to prevent child abuse and neglect. The measures of outcomes detected changes in the level of agreement or disagreement, based on the wording, with each indicator between baseline and 30 days after baseline. Relying on multivariate analytical techniques with several covariates included in the model, the campaign had a significant impact on the following outcomes and outcome measures:

- Knowledge of Child Development
 - An average newborn cries 2-3 hours a day and sometimes more. (agree)
 - Some children may not be ready for potty training until they are over 3 years old. (agree)
 - Babies are safe when they sleep with their parents. (disagree)
- Knowledge of Community Resources
 - I know where to get information about parenting in my community. (agree)
 - 1-800-FLA-LOVE is a number any parent can call to get information about parenting. (agree)
- Positive Attitudes and Beliefs about Prevention of Child Abuse and Neglect
 - Instincts alone can tell parents how to raise their children (disagree)
 - Babysitting or running errands for a few hours for a parent is not a way to prevent child abuse and neglect. (disagree)
- Motivation to Prevent Child Abuse and Neglect
 - I am willing to assist parents by watching their children occasionally. (agree)

In addition to the positive findings listed above, there were also campaign impacts detected immediately after exposure to the campaign stimuli in the first survey session and between baseline and 30 days later in just the campaign stimulus group. While these findings were not useful for determining

the efficacy of the campaign due to the exclusion of the control group in the analysis, they still signal the possible presence of additional impacts within that study group. Response differences immediately before and after exposure to the campaign stimuli were significant for additional items in knowledge of child disciplinary techniques that are nonviolent and developmentally appropriate (redirecting a toddler's attention when they are misbehaving), attitudes toward or beliefs about prevention of child abuse and neglect (I think that child abuse and neglect can be prevented before it ever happens) and all three items measuring motivation or intent to prevent child abuse and neglect. Comparing the first session and 30-day follow-up session responses in the campaign stimulus group, several items were not significant with the findings for this comparison being more consistent with those identified in the statistical tests for campaign efficacy.

Other findings from the study referred to levels of exposure to the campaign prior to the study. Around 19-20 percent of each study group indicated they had seen or heard at least one item or media spot on the campaign. Receptivity and reactions across the public service announcements (PSAs) varied with two of the three announcements receiving more positive feedback on whether the PSA was convincing, grabbed their attention or said something important to them. These two were the "Brittany" and the "Parent Helpline" PSAs. Reactions to the parent resource materials were very positive with 95 percent indicating these were materials that could be used in parenting and 90 percent indicating that the information was important to them.

There are several possible explanations for observed differences in campaign efficacy between knowledge and other cognitive outcomes. First, some stimulus information was contained in some form both in the PSAs and in the print material (e.g., community resources, specifically the parent helpline number). The reinforcement of multiple information sources may have been significant, and reduced the chance that a parent missed some information or did not find the source to be clear or persuasive. In addition, some respondents may not have read the print parent resource materials carefully, as the material was lengthy (despite being abbreviated from its scope and length in the actual booklet) and there was no way to ensure that they read it carefully (beyond requiring time spent at each page).

Second, some information may not have been believed or accepted by all respondents. Child discipline is a topic on which parent opinions differ, and these differences in opinion may have resulted in lack of statistically significant results in our sample. Not enough parents may have agreed with or been persuaded by the nonviolent child discipline and behavioral information.

Third, the lack of behavioral effects of the campaign may reflect the fact that changes in parenting are difficult to bring about. The campaign stimulus materials were primarily informational, and not motivational. Thus, parents may not have been persuaded to change established behaviors. The stimulus also was delivered within a limited amount of time. Given the ingrained parenting behaviors being targeted, the stimulus may not have been sufficiently intense, persuasive or of long enough duration to bring about measureable behavior change.

Technical challenges in the study might also explain some of the findings. Several of the knowledge outcome measures were worded in the negative in order to shift the desired response pattern.

Cognitive challenges among the respondents with interpreting these items might have affected the absence of significant findings for some of these items. In addition, the study design was not able to test the efficacy of the PSAs separate from the parent resource materials. An additional study group that would have been exposed to one of these stimuli would have provided an opportunity to test the presence of differences between the campaign stimuli. As another concern, the study occurred during a time of the year when the campaign was active throughout the state. Although the survey asked the respondents to indicate whether they had seen or heard different campaign items and media spots or service announcements, there might have been exposure that the survey did not capture. A measure of previous exposure to the campaign before the study was included in the multivariate tests as a covariate but in future analyses there should be a closer look at the effect of external campaign exposure during the study.

Appendix

Master Questionnaire for the Winds of Change Campaign's Efficacy Study

Master Questionnaire for the Winds of Change Campaign's Efficacy Study, 4/23/09

First Session—Control Group

First Session—Pre, Campaign Stimulus, and Post Survey in Campaign Group

Initial Screen Items on Parent of Children 18 or Younger in the Household

Before you begin this survey, please tell us the number of children 18 years of age or younger that are living in your household.

1. None
2. One
3. Two
4. Three
5. Four
6. Five
7. More than five.
99. Skipped

If skipped or none, then terminate the survey session.

Is your primary residence in the state of Florida?

1. Yes
2. No
99. Skipped

If no or skipped, then terminate the survey session.

Please read this **Consent to Participate in Research Form** before you begin the survey.

Title of Research: Efficacy Study for the Florida Winds of Change Campaign

Introduction

You are being asked to participate in a research study. Before you decide whether you want to take part in this study, you need to read this Informed Consent Form so that you understand what the study is about and what you will be asked to do. This form also tells you who can be in the study, the risks and benefits of the study, how we will protect your information and who you can contact if you have questions. If you have questions, e-Rewards will contact the researchers about anything you don't understand before you make your decision to participate.

Purpose

This study is about the Winds of Change campaign in Florida. The study is paid for by the Florida Department of Children and Families and is being conducted by the Research, Evaluation and Systems Unit at the Ounce of Prevention Fund of Florida and its subcontractor, e-Rewards. The purpose is to learn about parents' knowledge and opinions on parenting and messages included in a campaign which is a campaign to prevent child abuse and neglect.

Procedures

If you agree to participate, you will be asked to complete a Web questionnaire at home on a personal computer. You will be asked questions about your knowledge and opinions about parenting and a campaign to prevent child abuse and neglect. You can skip any question you like. Your participation is voluntary, and you can stop at anytime.

Study Duration

Your participation in the Web survey will take about 15 minutes of your time. There will be one additional survey conducted 30 days later. The additional survey will take about the same amount of time to complete.

Possible Risks or Discomforts

If any question makes you uncomfortable, you can refuse to answer that question. There is very little risk that your answers to the questionnaire could be seen by someone other than the project staff and E-Rewards staff, and the study team will do our best to avoid any risks. It is also possible that a family member could view your questionnaire answers on your personal computer while the survey is in progress. Your name will be replaced with a number for the purposes of this study. After all surveys are completed, a summary will be written that contains information from all participants, but no names. The staff conducting this study will not use your name in the report and will keep your answers private.

In addition to the risks and discomforts listed here, there may be uncommon or previously unknown risks. You should report any problems using the contact information provided by e-Rewards and they will communicate these problems to the researchers.

Benefits

Your Benefits

Other than the benefits received through e-Rewards as a member of the web panel, there are no direct benefits to you from participating in this study.

Benefits for Other People

We hope that this research will help us understand more about parents' knowledge and opinions about parenting, preventing child abuse and neglect, and the Winds of Change campaign.

Payment for Participation

You will receive benefits from e-Rewards for your participation in this survey and the 30-day follow-up.

Confidentiality

Many precautions have been taken to protect your information. Your name will be replaced with a number. Other personal information like your address and telephone number will be stored by e-Rewards separately from the answers you provide on the questionnaire. Your name, address and phone number will not be shared with the study team.

The Institutional Review Board (IRB) at the University of South Florida in Tampa, Florida has reviewed the study design and questionnaire. An IRB is a group of people who are responsible for assuring that the rights of participants in research are protected. The IRB may review the records of your participation in this research to assure that proper procedures were followed. In addition, all study staff have signed confidentiality agreements.

Future Contacts

If you choose to participate in this survey, we will contact you to participate in the follow up survey 30 days from now. If you choose not to participate, we will not contact you in the future.

Your Rights

Your decision to take part in this study is completely voluntary. You can refuse any part of the study, and you can stop participating at any time. You can refuse to answer any question. If you decide to participate and later change your mind, you will not be contacted again or asked for further information.

Your Questions

If you have any questions about the study, you may use the contact information provided for you in e-Rewards. If you have any questions about your rights as a study participant, you may call the IRB office at the University of South Florida at 813-974-5638.

PLEASE PRINT A COPY OF THIS CONSENT FORM TO KEEP.

Selecting the consent to participate link below indicates that you have read the information provided above, have received answers to your questions and have freely decided to participate in this research. By agreeing to participate in this research, you are not giving up any of your legal rights.

Please select the appropriate link below.

[I consent to participate in the study \(go to Randomization\)](#)

[I DO NOT consent to participate in the study \(Terminate the survey session\)](#)

RANDOMIZATION of web panel members to Campaign Stimulus and Control Groups.

QUESTIONS FOR BOTH CAMPAIGN STIMULUS AND CONTROL GROUPS

Let's begin the survey now. Once again, your answers will be kept private, and your name will be replaced with an ID number to protect your privacy.

We are interested in your opinions about child development, discipline and the prevention of child abuse and neglect. If you're not sure about your opinion, choose an answer that comes closest to what you think. You are not required to answer every question, but it is very important that you answer as many as possible.

At the beginning of this survey, we would like to ask you a few questions about your current social environment, interaction with others, and beliefs.

Social Environment, Interaction and Beliefs

We would like you to tell us how much you agree or disagree with each statement.

Q1. If I need them, community resources and social services are easy to access.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
99. Skipped

Q2. Families in my neighborhood are friendly with each other and interact on a regular basis.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
99. Skipped

Q3. When needed, public transportation is easy to access.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
99. Skipped

Q4. My family eats dinner together on a regular basis.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
99. Skipped

Q5. I regularly attend events that my children participate in.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
99. Skipped

Q6. My children are safe playing outside in my neighborhood.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
99. Skipped

Q7. My family and I regularly attend church or religious events.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
99. Skipped

Q8. My children attend after school programs.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
99. Skipped

Q9. I often receive support from family members. (A family includes parents, sisters, brothers, nieces and/or nephews).

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
99. Skipped

At this time, we would like to ask you questions about parenting, child development and child discipline.

We would like you to tell us how much you agree or disagree with each statement.

Q10. An average newborn cries two to three hours a day and sometimes more.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
99. Skipped

Q11. Comforting babies when they cry is important.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
99. Skipped

Q12. Before a child is 2 years of age, he or she should be able to remember rules and follow simple directions consistently.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
99. Skipped

Q13. Some children might not be ready for potty training until they are over 3 years old.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
99. Skipped

Q14. Babies are safe when they sleep with their parents.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
99. Skipped

Q15. Redirecting a toddler's attention when they are misbehaving is a good way to encourage desired behavior.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
99. Skipped

Q16. Shaking a baby is OK sometimes.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
99. Skipped

Q17. An inconsistent daily schedule for a child 2-5 years of age helps them behave better.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
99. Skipped

Q18. I know where to get information about parenting in my community.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
99. Skipped

Q19. 1-800-FLA-LOVE is a number any parent can call to get information about parenting.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
99. Skipped

Q20. Instincts alone can tell parents how to raise their children.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
99. Skipped

Q21. It is not important for parents to ask for help with raising their children and managing family stress.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
99. Skipped

Q22. Learning positive parenting skills can prevent child abuse and neglect.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
99. Skipped

Q23. Babysitting or running errands for a few hours for a parent is not a way to prevent child abuse and neglect.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
99. Skipped

Q24. I think that child abuse and neglect can be prevented before it ever happens.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
99. Skipped

The next set of questions asks you about your willingness to take some actions.

We would like you to tell us how much you agree or disagree with each statement.

Q25. I am willing to assist parents by watching their children occasionally.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
99. Skipped

Q26. If I think a parent needs advice or support, I will tell them about the helpline, 1-800-FLA-LOVE.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
99. Skipped

Q27. I will share information on healthy child development and nonviolent discipline techniques with other parents who have young children.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
99. Skipped

The following questions ask you about the last 30 days.

Q28. In the past 30 days, I told a parent who needed advice to call the parent helpline, 1-800-FLA-LOVE.

1. Yes
2. No
99. Skipped

Q29. In the past 30 days, I assisted parents by watching their children.

1. Yes
2. No
99. Skipped

Q30. In the past 30 days, when I was upset with my child, I (check all that apply)

1. called a friend
2. called a family member
3. called the parent helpline, 1-800-FLA-LOVE
4. did not call anyone
99. Skipped

Your awareness of a campaign is of interest in this set of questions.

Q31. Have you seen posters displayed indoors as part of the Winds of Change campaign during Child Abuse Prevention Month in April?

1. Yes
2. No
99. Skipped

Q32. Have you seen banners outdoors advertising the Winds of Change campaign during Child Abuse Prevention Month in April?

1. Yes
2. No
99. Skipped

Q33. Have you seen parent or advocate resource booklets distributed as part of the Winds of Change campaign during Child Abuse Prevention Month in April?

1. Yes
2. No
99. Skipped

Q34. Have you seen pinwheel displays outside as part of the Winds of Change campaign during Child Abuse Prevention Month in April?

1. Yes
2. No
99. Skipped

Q35. Have you seen or heard public service announcements on television or radio sponsored by the Winds of Change campaign during Child Abuse Prevention Month in April?

1. Yes
 2. No
- [If No, skip to Q39]

In the public service announcements (PSA), we would like to know what you saw or heard. Please select the best answer.

Q36. In one PSA, two women are discussing the challenges faced by one of the parents in the neighborhood. One of the women said she offered to help out by

1. providing transportation
2. watching the child for a short time
3. cleaning her house
4. picking up groceries
99. Skipped

Q37. In a second announcement, two women are discussing the helpful advice that was received by someone in the community. The person who provided the advice was a

1. doctor
2. teacher
3. home visitor
4. grandmother
99. Skipped

Q38. In a third announcement, a young couple shares a community resource that was helpful to them. That resource was

1. Red Cross
2. parent helpline
3. county health department
4. school
99. Skipped

Q39. Have you seen newspaper articles or television news stories about the Winds of Change campaign during Child Abuse Prevention Month in April?

1. Yes
2. No
99. Skipped

Participant Characteristics

Please answer a few questions about yourself.

Q40. What is your current marital status?

1. Currently married
2. Widowed
3. Divorced
4. Separated
5. Never been married
6. Don't know
99. Skipped

Q41. What is the highest level of schooling you attained?

1. 8th grade or less
2. More than 8th grade, but did not graduate from high school
3. Went to a business, trade, or vocational school instead of high school
4. High school graduate
5. Completed a GED
6. Attended a business, trade, or vocational school after high school
7. Attended college but did not graduate
8. Earned an Associate's Degree
9. Earned a Bachelor's Degree
10. Professional training beyond a 4-year college or university degree
99. SKIPPED

Q42. Are you Hispanic or Latino

1. Yes
2. No
99. SKIPPED

Q43. How do you describe yourself?

1. American Indian or Alaska Native
2. Asian
3. Black or African American
4. Native Hawaiian or Other Pacific Islander
5. White
6. Other (specify): _____
99. SKIPPED

FOLLOWING CAMPAIGN STIMULUS QUESTIONS ASKED ONLY OF TREATMENT (STIMULUS) PARTICIPANTS. OTHERS SKIP TO END OR CLOSING MESSAGE.

At this time, you will view three public service announcements or PSAs. Then, you will be asked questions about these PSAs.

[TO E-REWARDS PROGRAMMER: THE FOLLOWING INTRO TEXT PRECEDES THE QUESTION SEQUENCE TO FOLLOW. THREE PUBLIC SERVICE ANNOUNCEMENTS WILL BE PRESENTED IN RANDOM ORDER FOR EACH PARTICIPANT. INTRO TEXT FOR EACH PSA NEEDS TO MATCH THE SEQUENCE IN WHICH THE PSAS WERE SHOWN TO THAT PARTICIPANT. THE PSAS ARE BRITTANY, BIS STOP AND HELPLINE. THE QUESTIONS FOR EACH PSA DO NOT NEED TO IMMEDIATELY FOLLOW THE VIEWING OF EACH PSA— UNLESS THE PROGRAMMING FOR THAT SEQUENCE IS EASIER.]

The following questions are about the PSA you viewed earlier, entitled “Brittany.” This was the PSA that showed children getting off a school bus and two women talking about child care standing in front of a house.

Q19. Parent message reactions/receptivity (cognitive and affective – likeability, believability)

- a. Indicate how much you agree or disagree with the following statement: This PSA is convincing.
 1. Strongly agree
 2. Agree
 3. Disagree
 4. Strongly disagree
 5. Have no opinion
 - 99 SKIPPED

- b. Would you say the PSA grabbed your attention?
 1. Yes
 2. No
 8. Don't know
 - 99 SKIPPED

- c. Would you say the PSA gave you good reasons to seek more information about child abuse and neglect?
1. Yes
 2. No
 8. Don't know
 - 99 SKIPPED
- d. Would you say this PSA said something important to you?
1. Yes
 2. No
 8. Don't Know
 99. SKIPPED

The following questions are about the PSA you viewed earlier, entitled "Bus Stop." This was the PSA that showed parents and children on a playground, and then two mothers talking at a bus stop.

Q20. Parent message reactions/receptivity

- a. Indicate how much you agree or disagree with the following statement: This PSA is convincing.
1. Strongly agree
 2. Agree
 3. Disagree
 4. Strongly disagree
 5. Have no opinion
 - 99 SKIPPED
- b. Would you say the PSA grabbed your attention?
1. Yes
 2. No
 8. Don't know
 - 99 SKIPPED
- c. Would you say the PSA gave you good reasons to seek more information about child abuse and neglect?
1. Yes
 2. No
 8. Don't know
 - 99 SKIPPED
- d. Would you say this PSA said something important to you?
1. Yes
 2. No
 8. Don't know
 - 99 SKIPPED

The following questions are about the PSA you viewed earlier, entitled “Helpline.” This was the PSA that showed a husband and wife on a playground talking to the camera about how they sought help through a helpline.

Q21. Parent message reactions/receptivity

- a. Indicate how much you agree or disagree with the following statement: This PSA is convincing.
 1. Strongly agree
 2. Agree
 3. Disagree
 4. Strongly disagree
 5. Have no opinion
 6. SKIPPED

- b. Would you say the PSA grabbed your attention?
 1. Yes
 2. No
 8. Don’t know
 - 99 SKIPPED

- c. Would you say the PSA gave you good reasons to seek more information about child abuse and neglect?
 1. Yes
 2. No
 8. Don’t know
 - 99 SKIPPED

- d. Would you say this PSA said something important to you?
 1. Yes
 2. No
 8. Don’t know
 - 99 SKIPPED

Now we would like you to review parent resource materials.

SHOW AND THEN HAVE PANELISTS REVIEW CAMPAIGN PARENT RESOURCE MATERIAL (8 PAGES)

The next few questions are about the printed materials you just reviewed.

Q22. Reactions to print material

- a. Indicate how much you agree or disagree with the following statement: This material is convincing.
 1. Strongly agree
 2. Agree
 3. Disagree
 4. Strongly disagree
 5. Have no opinion
 99. SKIPPED

- b. Would you say the material gave you information you can use in parenting?
 1. Yes
 2. No
 8. Don't know
 - 99 SKIPPED

- c. Would you say the material gave you good reasons to seek more information about child abuse and neglect?
 1. Yes
 2. No
 8. Don't know
 - 99 SKIPPED

- d. Would you say these materials provided you with information important to you?
 1. Yes
 2. No
 8. Don't know
 - 99 SKIPPED

END OF CAMPAIGN STIMULUS SECTION AND BEGINNING OF POST SURVEY FOR CAMPAIGN GROUP

As the final phase of this survey, please answer the following questions. Once again, your answers will be kept private, and your name will be replaced with an ID number to protect your privacy.

As a reminder, we are interested in your opinions about child development, discipline and the prevention of child abuse and neglect. If you're not sure about your opinion, choose an answer that comes closest to what you think. You are not required to answer every question, but it is very important that you answer as many as possible.

Targeted Knowledge on Parenting, Child Development and Child Discipline

We would like you to tell us how much you agree or disagree with each statement.

Q1. An average newborn cries two to three hours a day and sometimes more.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
99. Skipped

Q2. Comforting babies when they cry is important.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
99. Skipped

Q3. Before a child is 2 years of age, he or she should be able to remember rules and follow simple directions consistently.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
99. Skipped

Q4. Some children might not be ready for potty training until they are over 3 years old.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
99. Skipped

Q5. Babies are safe when they sleep with their parents.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
99. Skipped

Q6. Redirecting a toddler's attention when they are misbehaving is a good way to encourage desired behavior.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
99. Skipped

Q7. Shaking a baby is OK sometimes.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
99. Skipped

Q8. An inconsistent daily schedule for a child 2-5 years of age helps them behave better.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
99. Skipped

Q9. I know where to get information about parenting in my community.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
99. Skipped

Q10. 1-800-FLA-LOVE is a number any parent can call to get information about parenting.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
99. Skipped

Q11. Instincts alone can tell parents how to raise their children.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
99. Skipped

Q12. It is not important for parents to ask for help with raising their children and managing family stress.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
99. Skipped

Q13. Learning positive parenting skills can prevent child abuse and neglect.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
99. Skipped

Q14. Babysitting or running errands for a few hours for a parent is not a way to prevent child abuse and neglect.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
99. Skipped

Q15. I think that child abuse and neglect can be prevented before it ever happens.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
99. Skipped

Motivation to Prevent

We would like you to tell us how much you agree or disagree with each statement.

Q16. I am willing to assist parents by watching their children occasionally.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
99. Skipped

Q17. If I think a parent needs advice or support, I will tell them about the helpline, 1-800-FLA-LOVE.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
99. Skipped

Q18. I will share information on healthy child development and nonviolent discipline techniques with other parents who have young children.

1. Strongly Agree
2. Agree
3. Disagree
4. Strongly Disagree
99. Skipped

FINAL MESSAGE IS FOR CAMPAIGN AND CONTROL GROUP PARTICIPANT

Thank you for completing this survey. We appreciate your participation in this important study. We will contact you in 30 days for a follow-up survey.

Parent Support Materials

Understanding Child Development: Parenting Tips Appropriate for Your Child's Age

Parenting is hard work. Knowing what to expect of your child at each stage of development can help you meet your child's changing needs and reduce stress on the entire family. Although every child and situation is different, the tips provided here have helped many families. If you have any concerns about your child's development, discuss your concerns with your family doctor or pediatrician.



INFANTS (BIRTH–2 YEARS OLD)

Infants depend upon adults for their basic needs. Comforting babies when they cry helps them to learn trust and may reduce crying in the long run. When you feed your baby, change your baby's diaper and hold your baby close, you are building a trusting relationship.

Patience is important. It will take some time before your infant or toddler knows exactly what you expect, and gains the self-control to meet your expectations.



Cognitive Development (learning)

- ▶ Uses taste, touch, smell, sight, and sound to learn about the environment
- ▶ Recognizes different sounds, especially voices
- ▶ Responds to name
- ▶ Attempts to imitate caregiver's expressions, sounds or movements
- ▶ Recognizes mother or primary caregiver
- ▶ Reaches for brightly-colored objects
- ▶ Begins to say short words such as "bye-bye" and then eventually will be able to put together words to express needs or wants
- ▶ Enjoys hearing rhymes and songs
- ▶ Cries when hungry, needs to be changed, or wants attention

Physical Development (this occurs over the first two years)

- ▶ Gains control over body
- ▶ Grabs toys with one hand
- ▶ Sits without support
- ▶ Creeps on hands and knees
- ▶ Pulls upright and stands firmly while holding on
- ▶ Begins to walk
- ▶ Dances to music
- ▶ Stacks blocks to build a tower
- ▶ Helps while getting dressed
- ▶ Uses a spoon to eat

Social/Emotional Development

- ▶ Smiles, laughs, and/or kicks to show pleasure, excitement or joy
- ▶ Frowns or cries to show sadness
- ▶ Responds with pleasure when primary caregiver arrives
- ▶ Responds positively to other children
- ▶ Enjoys looking in a mirror
- ▶ Prefers adults he/she recognizes but eventually becomes more comfortable around other adults
- ▶ Begins to follow simple rules, such as STOP
- ▶ Gives hugs to show affection

Guidance tips for infants and toddlers

SET UP A SAFE ENVIRONMENT

Toddlers move quickly, and they love to climb and explore. Take a close look at your home indoors and outdoors. Childproofing allows children to safely explore. It also reduces stress caused from having to say “No” every few minutes. Childproofing can help increase the amount of time it takes for your child to get into a dangerous situation, but it is not a substitute for adult supervision. Childproofing must continue as your child grows and develops new skills. You should check your home every month for new hazards and childproofing needs.

REDIRECT

Sometimes the problem with your child’s actions is not what the child is doing but how it is being done. When this happens, you may need to redirect, or teach the child to do it a different way. For example, if your child is drawing on books, take the books away and say, “Books are not for drawing on.” At the same time, give the child paper saying, “If you want to draw on something, draw on this paper.” If your child is throwing blocks, you can take away the blocks and give him a soft ball to throw.

DISTRACT AND DIVERT

Distract and divert is a way to take your child’s attention off of one thing and focus it onto something else. When your child is doing something you don’t like or that may be dangerous, give your child something else to do. For example, as your child reaches for a lamp, you quickly pick your child up and say, “Let’s go read this book.” Or if a toddler wants to climb into the dishwasher as you are unloading it, give him a pot or pan and spoon to play with while you finish your chore. This works well with very young children.



**Being a parent is hard, but there is help.
Call Florida’s FREE and CONFIDENTIAL parent helpline.**

1-800-FLA-LOVE

24 hours a day, 7 days a week





EARLY CHILDHOOD (2–5 YEARS OLD)

Preschoolers are learning about the world around them. They ask lots of questions, and they love to imitate adults. They are learning to share and take turns. Sometimes they want to play with others, and sometimes they want to be alone. Preschoolers also like to make choices and do more things on their own.

Cognitive Development

- ▶ Repeats simple rhymes and songs
- ▶ Asks and answers questions such as who, what, and where
- ▶ Can say age and name; and eventually street address and telephone number
- ▶ Begins to develop a longer attention span
- ▶ Carries out one, two, or three-step simple requests
- ▶ Picks objects by color and size
- ▶ Likes having familiar stories read to them
- ▶ Begins to speak in complete sentences
- ▶ Retells the events of a story
- ▶ Knows the words to simple songs
- ▶ Identifies colors and simple shapes

Physical Development

- ▶ Runs, jumps and climbs
- ▶ Drinks from a cup (in the beginning, a cup with a sippy top)
- ▶ Uses a fork and spoon correctly
- ▶ Catches and throws a bouncing ball
- ▶ Undresses
- ▶ Dresses with help
- ▶ Cuts paper with safety scissors
- ▶ Colors and draws with crayons or markers
- ▶ Balances on one foot with hands extended
- ▶ Washes hands without help
- ▶ Begins potty learning and will eventually take care of personal bathroom needs with few accidents
- ▶ Fastens zippers and buttons

Social/Emotional Development

- ▶ Begins to enjoy playing alone
- ▶ Talks to adults easily
- ▶ Plays well with other children
- ▶ Feels comfortable with new people and new situations
- ▶ Shows independence and wants to do things alone
- ▶ Enjoys helping with simple household chores
- ▶ Shares toys
- ▶ Follows simple rules such as taking turns



Guidance tips for early childhood

KEEP A SCHEDULE

Young children need a regular schedule. They behave better when they know what to expect. Try to have them eat, nap and play at the same times each day. When planning their daily schedule, include active time and quiet time, time playing together and time for children to play by themselves.

SET A GOOD EXAMPLE

Young children love to copy adults. If you want children to be nice to each other or have good eating habits, show them how to do it. Tell your child why you do things the way you do. Children may not understand everything you say, but they will begin to understand that you have reasons for doing things a certain way.

ENCOURAGE YOUR CHILD

Encouraging words help your child build confidence. The key to encouraging your child is to be a coach more than a cheerleader. A cheerleader says: "What a great job!" or "What a beautiful picture!" A coach uses specific praise. For example, when your child sets the table, you might say, "You did such a good job setting the table! You put the spoons and forks in the right place and remembered the napkins!" When you look at a child's painting, you might say, "This painting just glows with color. You used blue, green, red, yellow and orange. Tell me how you did this!" Specific praise means a lot more to a child than a brief "You are great."

Additional tips:

- ▶ Tell your child what they can DO instead of telling them DON'T

<u>Instead of:</u>	<u>Try:</u>
Don't leave your toy there.	Take your toy back to your room.
Don't touch anything.	We are just looking at these things.
Don't kick her.	Kicking hurts, use your words to tell her you are upset.
- ▶ Provide children with simple explanations for your rules or limits and offer alternatives
 - ▶ It is 8:00 and time for bed; you may play with the markers tomorrow.
 - ▶ You may not have popcorn now because it is dinner time, you may have some Jell-O for dessert after you are finished with your dinner.
- ▶ Parents should work together so that children get a set of consistent limits. Whether parents are living together or apart, having the same rules is important in developing a safe environment for children.
- ▶ Parents should give their children choices to promote independence, for example:
 - ▶ Ask your children if they would like a banana or applesauce for their snack. Would they like to play with blocks or books?
 - ▶ Avoid asking if they are ready to go to bed, or if they would like to put on their jacket before going outside because it is cold. These activities are not optional.



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24 hours a day, 7 days a week



Helping Your Baby Sleep Safe and Sound

Babies are safest when sleeping alone, on their backs, in a crib that meets current safety standards. According to the US Consumer Safety Product Commission (www.cpsc.gov) a safe crib has:

- ▶ A firm, tight fitting mattress
- ▶ No loose, missing or broken hardware or slats
- ▶ No more than 2 2/8" between the slats (about the width of a can of soda)
- ▶ No corner posts over 1/16" high
- ▶ No cut out designs in the headboard or footboard

As with every new skill babies learn, falling asleep on their own may take practice. When you first put your baby in a crib, your baby may cry or fuss. This is a normal reaction to a new environment. There are several things you can do to help your baby feel more comfortable sleeping in a crib. No two babies are exactly alike, so it may take a while to figure out what your baby likes best.



10 Tips to Help Your Baby Get a Good Night's Rest

1. Making sure your baby has active playtime, such as "tummy time" during the day, will help them sleep better at night.
2. Responding to your baby's needs during the day before they get too upset reduces your baby's stress and helps them rest more peacefully at night.
3. Wearing babies in a sling and allowing lots of skin-to-skin contact during the day has been found to make babies less fussy and wakeful at night.
4. Keeping a consistent schedule for bedtime and naps will help your baby sleep better at night.
5. Using a bedtime routine of three or four relaxing activities will help your baby wind down and learn that these activities mean it is time to sleep. Try giving your baby a bath, gently massaging their muscles, and then spending some quiet time together. Finally, put your baby in their crib when they begin to look tired, but are still awake.
 - ▶ **Research has shown that babies who have a bedtime routine fall asleep 30% faster, wake up 50% less often, and sleep for longer stretches of time.**
 - ▶ **Putting your baby to bed while they are tired but still awake helps them learn to fall asleep on their own. This way, when they wake up in the night, they will know how to fall back to sleep without your help.**
6. Putting your baby to bed 30 minutes earlier may help if your baby seems restless at bedtime. When babies become overtired, they can sometimes become energetic and struggle to fall asleep.
7. Listening to repetitive sounds lulls babies (and even adults) off to sleep. The sounds of a fan, faucet, ticking clock, or soft music are all great options. Johnson and Johnson's Web site (www.johnsonsbaby.com) lets you create your own soundtrack for your baby's sleep time.
8. Talking or singing softly to your baby before bed may help your baby fall asleep. Just the sound of a parent's voice is very soothing to an infant.
9. Placing a warm towel down on baby's sheet and removing it just before you place your baby down can help soothe your baby off to sleep.
10. Babies are comforted by sounds they heard in the womb. Complete silence can actually cause stress to some babies. By continuing normal household activities while your baby sleeps, you are helping soothe them while they sleep. >>

IMPORTANT NEW INFORMATION!

Suffocation and strangulation in bed is the leading cause of injury-related death for infants under age 1.

Infants who bed-share have a **40% increased risk of sleeping-related death** than those who sleep in a crib.

If you have tried all these suggestions and your baby is still not sleeping well, talk to your baby's doctor. There may be a medical reason for your baby's restless nights.

Understanding Your Baby's Needs

Why does my baby sleep for only a few hours at a time? Most newborn babies wake every two to three hours around the clock for a feeding, followed by an hour or two of wakefulness. By eight weeks old, your baby's sleep will develop some sort of pattern.

When will my baby be able to sleep through the night? Babies between 3 and 6 months of age need around 12-15 hours of sleep per day, which includes 2 to 4 naps during the day. Babies 6 months old and older are able to sleep through most of the night, but will still need 1 or 2 naps during the day and many will need at least one nighttime feeding.



Will limiting naps during the day help my baby sleep better at night? According to sleep research, regular naps during the day will improve your baby's sleep during the night. When and how long a baby should nap varies from one baby to the next. Babies under 6 months of age usually need 3 long naps (about 4 hours each). As babies grow, they will take fewer and shorter naps until they reach 3-4 years of age.

What if my baby is sleeping too much? If your child is getting more sleep than you feel they should, speak to your pediatrician to see if there is an underlying cause. It is not uncommon for some newborns to sleep a great deal in first couple weeks. But this can become problematic if your baby is sleeping so much that they're not eating enough. If your baby is sleeping through feedings, you'll have to wake your baby every few hours for a feeding. These tips may help your baby wake up:

- ▶ Change their diaper before or during feeding time
- ▶ Remove all clothing except their diaper and provide skin-to-skin contact
- ▶ Talk to your baby while massaging them gently
- ▶ Wipe baby's face with a cool, wet washcloth
- ▶ If none of these tips keeps your baby awake long enough to consistently take full feedings, contact your pediatrician to discuss possible causes of sleepiness.

Coping with Crying

Babies cry to communicate with us. It is best to answer your baby's cries for help as quickly as possible during the first few months. A young baby cannot be spoiled from too much attention. The average newborn cries two to three hours a day, and sometimes more. Sometimes it may seem like your baby never stops crying. It is difficult for anyone to cope with non-stop crying.

Your baby cries for many different reasons:

- ▶ He might be hungry—newborns need to eat every 2 to 4 hours
- ▶ He might have gas—try burping him, and ask your doctor about anti-gas drops for infants
- ▶ He may be too cold or too hot—dress your baby like yourself, then add a layer
- ▶ He may need a diaper change—babies wet about 8 diapers a day
- ▶ He may be in pain—pins, zippers or other items may be hurting him
- ▶ It could be time for a nap—some babies fight off sleep
- ▶ He may be sick—if his temperature is over 100 degrees, call his doctor
- ▶ He may be over stimulated—dim the lights and give him some quiet time



All babies cry, often without any known cause. If your baby is warm, dry and well-fed but still won't stop crying; try these tips for soothing babies:

- ▶ Gently rock him in a rocking chair or in your arms
- ▶ Softly pat him on his back
- ▶ Sing or talk softly to him
- ▶ Play soft music
- ▶ Take him for a walk in the stroller
- ▶ Give him a warm bath

Sometimes crying will not stop no matter how hard you try to soothe your baby. Your baby's crying will not harm him or her. If your baby is not in distress, place the baby in a safe place, such as a crib, and let the baby cry. Check in on the baby every 5–10 minutes to be sure he or she is still okay.

Dealing with a crying baby can be very stressful, but **NEVER SHAKE YOUR BABY!** Shaking a baby can cause blindness, brain damage or even death. If you are feeling overwhelmed, reach out for support. Ask a family member or trusted friend to watch the baby and give you a break, or call Florida's Parent Helpline. Allowing yourself to take a break to nurture yourself will help you cope with the demands of nurturing your baby.



**Being a parent is hard, but there is help.
Call Florida's FREE and CONFIDENTIAL parent helpline.**

1-800-FLA-LOVE

24 hours a day, 7 days a week



The Florida Department of Health contributed to the content of this tip sheet.
For more information, visit their Web site at www.doh.state.fl.us.

Preventing Shaken Baby Syndrome



Soothe, Don't Shake Your Baby

Everyone that cares for a child should know about **Shaken Baby Syndrome**. Shaken Baby Syndrome (SBS) is one of the most common causes of death by physical abuse to children in Florida. SBS occurs when a frustrated parent or other caregiver loses control and shakes a young child, causing permanent brain damage or death. Crying is the most common reason someone shakes a baby. The outcomes for survivors typically include cerebral palsy, blindness, deafness, seizures, and learning/behavioral difficulties.

The Ounce of Prevention Fund of Florida and the Florida Department of Health recognize SBS as an important public health issue and support raising awareness and providing critically important information to parents, caregivers, daycare workers, child protection employees, law enforcement and healthcare professionals, and legal representatives.

COMMON SIGNS AND INDICATORS OF SHAKEN BABY SYNDROME

Common signs and indicators that a baby has been shaken violently and may be suffering Shaken Baby Syndrome include:

- ▶ unable to turn head
- ▶ extreme irritability, often misdiagnosed as colic
- ▶ feeding problems or decreased appetite
- ▶ inability to suck or swallow
- ▶ vomiting
- ▶ lethargy or poor muscle tone
- ▶ inability to follow movements with eyes
- ▶ no smiling or vocalization (cooing, gurgling, etc.)
- ▶ rigidity
- ▶ seizures or convulsions; rolling of eyes upward into head
- ▶ pale or bluish skin
- ▶ coma or loss of consciousness
- ▶ difficulty breathing
- ▶ dilated pupils
- ▶ blood spots/pooling of blood in eyes
- ▶ bruises on shoulders, neck, ribs, upper arms, arms, wrists

The most important thing you can do to prevent Shaken Baby Syndrome is to understand your baby and how to cope with him when he cries or is irritable.



Prevent Child Abuse
Florida

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Teaching Your Child to Use the Potty

Potty learning is something you do with your child. You are helping your child learn a very important skill. Teaching your child to use the toilet takes time, understanding and patience. You should not rush your child into using the toilet.

Are YOU ready for potty learning? A few things you should think about include:

- ▶ Do you have enough time to help your child with this difficult job?
- ▶ Are you already under a lot of stress? For example, a new home, job or relationship. If so, you may need to wait for a better time to begin potty learning.
- ▶ Consistency during potty learning is very important. Is your child's caregiver willing to help with potty learning?
- ▶ Is your child showing signs that he or she is ready to learn how to use the toilet?

When your child is ready, you'll see the following signals:

- ▶ Child has bowel movements at regular times each day.
- ▶ Child's diaper stays dry for 2 hours or more.
- ▶ Child can follow simple instructions such as, "Pick up your truck and put it in the toy box."
- ▶ Child shows an interest in using the potty or asks to be changed when diaper is soiled or wet.
- ▶ Through words, facial expressions or a change in activity, your child shows you that he or she knows when a bowel movement is coming.

Most children reach this stage sometime between 18 and 36 months, but it's also normal for it to occur a little later. Early learning is possible, but not always best. It may be stressful for a child who does not have good bowel or bladder control, or the ability to take clothes off quickly to use the toilet. If your child is not ready, you can still teach him or her what a potty chair is and how it works.

When you and your child begin potty learning, encourage him or her for trying. Do not be upset when "accidents" happen. Punishing a child for having an "accident" will only make the child feel bad, and training will take longer.

The best way to teach your child about using the toilet is to let him or her watch other family members of the same sex. (Watching people of the opposite sex may be confusing.) Boys usually learn to empty their bladders in the sitting position but slowly transfer to standing after watching the "older boys" do it that way.

FIRST STEPS

Put a potty chair in your child's room or in the bathroom. (Both girls and boys may be able to use adult toilets outfitted with training seats.) Then do the following:

1. For the first few weeks, let your child sit on the potty with clothes on while you explain what the toilet is and when to use it.
2. Once your child is used to sitting on the potty, try it with the diaper off. Make the potty part of the daily routine, slowly increasing from one time to several times each day.
3. Try changing your child's diaper while he or she is seated on the potty. Dropping the contents of the dirty diaper into the potty helps your child understand what the potty is for.



- Let your child play near the potty without a diaper and remind him or her to use the potty as needed. Children may forget or miss at first, but don't get angry. Wait until he or she goes correctly and reward and praise your child.

Like most children, your own toddler probably will take a little longer to complete nap and nighttime control. The best approach is to have your toddler use the potty right before going to bed and as soon as he or she wakes up. Using training pants instead of diapers at nap time and bedtime may help. There will be a few accidents, but a plastic sheet between the mattress and the bedding will keep the mattress dry. All children have these accidents. Praise your child whenever he or she makes it through the nap or night without wetting. Tell your child to call you if he or she wakes up in the middle of the night and needs help to use the toilet.



A doctor's help and advice can help make potty training easier. You can also call Florida's Parent Helpline for tips on potty learning or any other parenting matter.



1-800-FLA-LOVE

24 hours a day, 7 days a week



Easy Phone Reference List for Parents and Caregivers



Fill in your local and personal information. Post in easy-to-find places around your home. You can also give copies to your family, caregiver and others who spend time with your child.

CONTACT

NUMBER

Parent HelpLine

1-800-FLA-LOVE

24-hour access to parenting tips and information on support available to parents in your community.

Florida Family Health Line

1-800-451-2229

Assists pregnant women in accessing prenatal care and provides related health information. Available M-F, 8 am – 11 pm and Sat–Sun, 10:30 am – 6:30 pm.. Calls are confidential.

Poison Control 24 hours a day, 7 days a week

1-800-222-1222

Local American Red Cross Chapter:

1-800-REDCROSS

For emergency shelter or evacuation information

Pediatrician or family doctor

Name:

Fire (non-emergency):

Police (non-emergency):

Electric Company (loss of service):

Mom's work:

Mom's cell:

Dad's work:

Dad's cell:

Children's daycare or school:

Neighbors or friends to contact in case of emergency:

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