

The implementation of a parenting program of violence prevention against children: Module for sensitization the stakeholders in public system.

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The scaling-up evidence-based intervention programs in public systems require huge careful preliminary steps to prepare the field and increase the chance of successful implementation. The context of this study is a large project of implementation of a universal preventive parenting program of violence against children at early childhood (ACT Raising Safe Kids, APA) in Ceará state (Brazil). The aim of the study was to examine the effectiveness of a course about early childhood development and prevention of violence against children to sensitize stakeholders at state-governmental level, as the first module of the implementation of a parenting program as a public policy. The participants were 12 stakeholders at state-level, related to the Social Protection and the Early Childhood Development Program (*Mais Infância Ceará*). In the first step, an agreement was signed between the researchers, foundations, and the governments at municipal- and state-level. In the second step an online course about early childhood development and violence prevention against children was implemented to sensitize stakeholders of the public system. The rationale of this step was to offer a module to prepare the implementation of the next step of training of facilitators in the ACT Program that target the main family-caregivers of children to enhance positive parenting and decrease violence against children. The stakeholders were crucial to better clarify the base theory, theory of change, themes, and methodology of the ACT program, to support the researchers in the implementation, and to recruit the key professionals at local-level public system in 24 cities of Ceará. The course comprised three days (12 h) via Zoom, including the following themes: Child development and parents' behavior, Emotional

regulation, Violence against children, Parental styles, and Discipline vs. Punitive parenting practices. In the pre- and post- moments, an online survey (Google Forms) was performed to obtain the participants' perceptions of their learning about parental behaviors, and the degree of satisfaction to participate in this initiative. Statistical descriptive analysis, for quantitative data, and qualitative analysis, for answers to open-questions, were done. The results showed that, in comparison to pre-moment, the participants reported that, they enhanced after the course the knowledge to support parents about positive behaviors, such as: be aware to what talk and the behavior in the presence of children (67% to 83%), angry regulation, manage the conflicts of children without violence (25% to 67%), support children to exhibit their sentiments and to demonstrate empathy with others (50% to 75%), to teach children to regulate their angry (8% to 50%), to praise the child positive behavior (58% to 83%), to manage child challenge behaviors (17% to 67%), child development information (50% to 58%), aggressive behaviors (8% to 42%), and consequences of violence against children (42% to 75%). Regarding the participants' satisfaction with the course, 100% of them answered that were very satisfied/satisfied with the initiative. In conclusion, the course accomplished the purpose to sensitize the stakeholders for child development and parenting practices thematic, as the first step for implementation of a parenting program of prevention violence against children at scale-out.

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