Evaluation Findings

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**Evaluation Results**

In conducting my evaluation, I found some interesting results from my interviews, observations, and surveys. Mainly I found out what the program is all about and what their purpose is. First, I went and interviewed one of the directors of the program, Dwayne, and found out the answers to my interview questions that I had conducted before hand. After the interview, I then had the opportunity to go and observe the TDT (therapeutic daytime treatment) program. Lastly, I gave a survey to the parents that had their children in the program.

**Interview**

In the interview, Dwayne discussed that the main population of the TDT (therapeutic daytime treatment) program was children and families. As for the age range of the program, it consists of children from ages 4 to 17. The program is school based however the counselors work with the children outside of the school as well. For the success rate of the program, it has shown that 83% of children that enter the program are shown to be successful in the program.

Stakeholders that have the greatest impact in the program are the children and their families. The strong points that are found within the program are helping the children that have behavioral or emotional issues to learn different ways and techniques to help them control the behavior or emotion.

**Observations**

The observations gave me more of an inside look to how the program was set up and how the program aimed to help the children that were in it. I found that the program was set up in a classroom within the school and there was only one counselor that was in the room. When it came time for the first session with the children, the counselor would go and gather the children from class and bring them into the room. The counselor would then have the children discuss how they were feeling and then they would have an activity to complete. I found that the group activities that were provided for the children were age appropriate and very helpful for the children. The activities allowed the children to work together as a team and helped them find alternatives ways to deal with their behavioral or emotional issues.

However, I could see some flaws with the activities such as not many of the children wanted to participate and the activities did not contain methods that could be helpful to the children. Also, I found that it is mostly based on the children rather than the children and their families. It is always a positive to help the children with their issues but do not forget about the parents or guardians that are raising the children.

**Surveys**

The surveys that were handed out to the parents of the children that are within the program consisted of questions regarding the program itself and how it impacted the children’s lives. Some of the questions included the behaviors of the children at home and if the program has made a difference on the children’s overall behavior. Most of the answers that I received from the surveys had some of the same answers to the questions. The majority of the parents thought that the program was very helpful in regard to helping their children and some of the activities that are taught during the group sessions have improved the children’s behaviors at home. However, there were some of the parents that felt that their child was not making the progress that the program had promise and the parents are finding that their children are getting worse rather than better. Once reviewing all of the surveys, I found that the parents had nothing but good feedback in regard to the program and the impact that it has made on the children that are in the program.

**Conclusions from Results**

After gathering all of the information from the interview, observations, and surveys, I found that the TDT program is a great program that is used to help children with emotional or behavioral issues. The success rate is lower than I expect for the program and the observations showed me that the program is somewhat effective for the children. For the surveys that I gathered the parents are very supportive of the program and want their children to continue in the program but some of the parents feel that they need to be more involved with helping their children learn different methods to keeping the behaviors at bay. Overall, the TDT program is a good program that gives help to the children that need it.

**Findings**

After going through all of the evaluations results, I found that the TDT (therapeutic daytime treatment) program is a good program that benefits children that have behavioral or emotional issues and their families. The findings that I found can impact the program by helping them see if there is an issue that needs to be attended to such as some of the parents not being satisfied with the services that are provided. For the services, the information that I found would be of use to help the program to have an understanding of ways that they can improve on their techniques to better assist the children in the program. The overall influence of the findings is negative due to the fact that there are issues within the program that needs to be worked on. The program itself needs to have more of a success rate than what it has, and all of the parents should be able to say it is one of the best programs that help their children.

**Recommendations**

After viewing all of my results from the evaluation, I would make the recommendation to find new and different techniques for the counselors to use during the group sessions. I noticed that some of the techniques/activities that the counselor was using were not very effective and the children did not really take part in the group session. The children just sat and listened versus being active and participating within the program. Another recommendation that I would make is to involve the parents more so that they are able to see how their child is progressing and it would also give them an opportunity to find ways to help their children at home. It would allow the parents to have more of an idea of what their child’s behavior is like in a group setting at school versus their home setting.

**Goal**

The goal that I would set for this program would be to increase the success rate by 10 to 15%. It is important for a program to have a good success rate and to be able to provide the clients with the best services that the program has to offer. A program that has a 90 to 100% rate has a better chance of increasing the number of clients and have better opportunities to help the children with their issues.

**Objectives**

For the objectives of the goal, they would consist of how the program can reach other clients, involve the families, and what the counselors can do to improve techniques. The TDT (therapeutic daytime treatment) program is a school, home, and community-based program. Therefore, I feel that the program needs to reach out to more than just children that have behavioral or emotional issues. They should reach out to the adult population as well because there are adults that are struggling with similar issues. Then the program needs to start involving the families into the program to help the parents understand that they are not alone in this situation.

The parents also need an outlet to talk about how they are feeling while raising a child with behavioral or emotional issues. I feel that it would be a good way to allow the parents to talk to one another and give them a safe space to let out how they are feeling as well. Lastly, the counselors could use some new techniques to help the children learn how to control their behavior more. The counselors should look into different activities that will allow the children to be more active and more hands-on projects that teaches them alternate ways to let out their frustrations.

**Research**

In finding research that supported my evaluation there were several sources that I found to be helpful. The first article that I found to be helpful with my findings is *Counseling Exceptional Individuals and Their Families: A Systems Perspective. Professional School Counseling.* In this article, it deals with counseling individuals and their families. The main focus of the article is to counsel exceptional individuals and their families through a systems perspective (Thomas & Ray, 2006). Based on the information of this article, it helped me to look at the different perspectives that were within the agency and how the program impacted the families that are involved.

The next article that I found to be helpful with my recommendations is *Family Treatment of Oppositional Defiant Disorder: Changing Views and Strength-Based Approaches.* In this article, is gives different strength-based approaches that can help children that have behavioral issues (Milne, Edwards, & Murchie, 2001). This is a good source to use for finding new and different techniques to help the children learn ways to control their behaviors. Within my recommendations, I suggested that the program use different techniques that would be more of use to help the children. In this article there are different ways to deal with the behavioral issues and it could be of use to find new approaches.

For the goals and objectives, I looked at the articles that were more suited to helping the program grow and be more successful. One of the articles that I came across was *Counseling Children in Groups.* The article uses setting goals, using tables for the goal, and surveying the children that are in the groups (Sonstegard & Robert, 1998). This provides different goals that can be achieved to help improve the program and have more of a success rate. Overall, the research articles that I have chosen supported my overall evaluation and helped me to think outside of the box. It gave me an opportunity to see what the agency’s program can improve on and how they can improve their success rate.

Reference

Milne, J., Edwards, J., & Murchie, J. (2001). Family Treatment of Oppositional Defiant Disorder: Changing Views and Strength-Based Approaches. The Family Journal, 9(1), 17-28.

Thomas, V., & Ray, K. (2006). Counseling Exceptional Individuals and Their Families: A Systems Perspective. Professional School Counseling, 10(1), 58-65.

Sonstegard, M., & Robert Bitter, J. (1998). Counseling Children in Groups. Individual Psychology, 54(2), 251.