Introduction
Effective parenting skills are essential in building healthy, parent-child relationships. In turn, healthy relationships aid children in developing appropriate prosocial behaviors and lessen the risk of delinquent behaviors (McMahon & Bouchard, 2007). In addition, research indicates that ineffective parenting is a risk factor for the development of challenging behaviors in children (Barlow, 2007). Thus, parenting programs that aim to improve parenting, understanding, and implementing effective parenting strategies are likely to support the healthy development of their children.

Research indicates that parenting programs are successful in improving family functioning and reducing children's behavioral problems when compared to controls (Kumpfer & Bays, 1995). Additionally, such programs have the potential to decrease child maltreatment and improve emotional adjustment for children. Parenting programs have been implemented in a variety of settings including schools, rehabilitation centers, and counseling centers (Kane, Wood, & Barlow, 2007) and have been designed to serve a variety of populations including biological and foster parents (Public & Institute, 2001) and incarcerated parents (Lange, 2001).

Recently parents on probation for substance abuse has received attention as a target group for parenting programs (Kaufman, Sachnin, & Almog, 2007; Johnson, Long, & Aoyagi, 2009). Children of substance abusing parents are at higher risk for child abuse and neglect (Kumpfer and Bays, 1995), and some of them have lost custody of their children. Parental substance abuse can damage the parent-child relationship and often complicates custody issues. These realities argue for incorporating programs focused on improving the parent-child relationship into probation requirements. There is little evidence to suggest that programs that include parenting techniques benefit parents' continued sobriety in addition to the coping skills and support they offer (Satariano, Long, & Aoyagi, 2009). Additionally, such programs have the potential to decrease child delinquency and improve emotional adjustment for children.

The current study is a preliminary evaluation of a parenting skills program for parents on probation for substance abuse. Specific motivations for the program were parents’ perceived ability and desire to improve their parenting skills and their belief that a parenting program would be beneficial to them and their children. Additionally, parents’ overall evaluation of their experience with the program was assessed.

Methods
Participants
The initial parenting skills group consisted of four females and four males currently on probation for substance abuse at a Metropolitan Community. Participants ranged in age from 16 to 49 years (M = 37.13, SD = 10.25) and all identified as European Americans. On average, participants had 9.5 children, ranging in age from 1 to 17 years (M = 7.43, SD = 3.59). In addition, participants had a history of substance abuse, ranging in age from 16 to 49 years (M = 37.13, SD = 10.25) and all identified as European Americans. On average, participants had 9.5 children, ranging in age from 1 to 17 years (M = 7.43, SD = 3.59).

Measures
The Parenting Stress Index (PSI; Abidin, 1995). The PSI is a 103- item measure that identifies sources of stress reported by parents that are related to dysfunctional parenting. For the purposes of the current study, the PSI is scored for both the parent and child. The PSI is composed of a parent and a child subscale. The parent subscale measures the overall level of stress and the child subscale measures the level of stress at the child level.

Parenting Questionnaire: This questionnaire was developed specifically for the parenting skills program and was designed to assess parents’ current interactions with their children and parent knowledge, skill levels, and coping mechanisms of parents who have been on probation related to substance abuse. This questionnaire was used at the beginning of the program to assess parents’ current interactions with their children, their ability to manage behaviors and emotions, and their knowledge, skill levels, and coping mechanisms of parents who have been on probation related to substance abuse.

Parenting Skills Program Evaluation: This evaluation was developed specifically for the parenting skills program and was designed to assess parents’ experience with the program. Questions addressed the evaluation correspond to session content, group facilitators, and overall satisfaction.

Introduction of Participants
The purpose of this introduction session is to connect the group to each other. Participants are grouped by the program facilitators to establish groups. Group facilitators introduce themselves and the parent program to parents. In addition, parents are informed that the program will run for 12 weeks (1 hour per week) and that attendance is required at all sessions. Additionally, parents are encouraged to bring children to the first session to help facilitate the introduction process. By the end of the session, parents are able to connect with other participants in the group and develop a sense of community with their peers.

Building a Positive and Supportive Relationship with Your Child
The second session focuses on establishing positive parent-child relationships. Parents are provided with information to support the development of a positive and supportive relationship with their children. Additionally, parents are provided with information to support the development of a positive and supportive relationship with their children.

Learning to Communicate with Your Child
The third session focuses on improving parent-child communication. Parents are provided with strategies to improve parent-child communication. Strategies are provided to help parents learn more effective communication with their children including effective listening, being empathetic, and understanding their feelings. In addition, parents are provided with strategies to improve parent-child communication. Strategies are provided to help parents learn more effective communication with their children including effective listening, being empathetic, and understanding their feelings.

Establishing Structure and Routine at Home
The fourth session focuses on establishing structure and routine at home. Parents are provided with information to support the development of structure and routine at home. Strategies are presented to help parents learn more effective communication with their children including effective listening, being empathetic, and understanding their feelings.

Safety and Supervision
The fifth session focuses on safety and supervision. Parents are provided with information to support the development of safety and supervision. Strategies are presented to help parents learn more effective communication with their children including effective listening, being empathetic, and understanding their feelings.

The Importance of Health Care and Nutrition
The sixth session focuses on the importance of health care and nutrition. Parents are provided with information to support the development of health care and nutrition. Strategies are presented to help parents learn more effective communication with their children including effective listening, being empathetic, and understanding their feelings.

Effective Discipline Strategies
The seventh session focuses on effective discipline strategies. Parents are provided with information to support the development of effective discipline strategies. Strategies are presented to help parents learn more effective communication with their children including effective listening, being empathetic, and understanding their feelings.

Parenting: Goal Setting and Parenting for Success
The eighth session focuses on goal setting and parenting for success. Parents are provided with information to support the development of goal setting and parenting for success. Strategies are presented to help parents learn more effective communication with their children including effective listening, being empathetic, and understanding their feelings.

Parenting and the Law
The ninth session focuses on parenting and the law. Parents are provided with information to support the development of parenting and the law. Strategies are presented to help parents learn more effective communication with their children including effective listening, being empathetic, and understanding their feelings.

Parenting and Child Protection
The tenth session focuses on parenting and child protection. Parents are provided with information to support the development of parenting and child protection. Strategies are presented to help parents learn more effective communication with their children including effective listening, being empathetic, and understanding their feelings.

Parenting and the Balanced Approach
The eleventh session focuses on parenting and the balanced approach. Parents are provided with information to support the development of parenting and the balanced approach. Strategies are presented to help parents learn more effective communication with their children including effective listening, being empathetic, and understanding their feelings.

Parenting and the Future
The twelfth session focuses on parenting and the future. Parents are provided with information to support the development of parenting and the future. Strategies are presented to help parents learn more effective communication with their children including effective listening, being empathetic, and understanding their feelings.