Process

Provide an overview of the purpose, the process and the timeline.

Briefly review the completed problem map sample (teen pregnancy)

Step 1

- If a large group is participating, do this step before breaking into smaller groups.
- Facilitator states and posts the core statement: This is safe and nurturing community for all children.
- The assumption is that the community is not a safe and nurturing place for all children. Even if the community is doing very well, is it possible that some residents experience threats to safety and nurturing?
- To clarify, ask if it is possible that there are some children or parents in our community who do not believe that this is a safe and nurturing places. If so, what might be the reasons?
- Consensus should be reached on what the community is (neighborhood, town, county, region, etc.)
- State ground rules: there are many opinions and we may not all agree. Part of the process is to listen to each other, hear our commonalities and share our different ideas. If there are points where we do not agree, we can simply record this (rather than trying to convince each other).

Step 2

Identify the factors that lead to the problem. The facilitator leads the group in identifying three levels of factors. Question: What factors in this community influence our ability to be a safe and nurturing place for all children?

- Individual Behaviors: specific actions that cause the problem. If this action had not taken place the problem would not occur. Recorder should use the same color of paper for all individual behaviors. Place the papers in a line or grouping above the core problem statement to show the direct relationship.
- Family Factors: circumstances that lead to or encourage the behavior. If these circumstances did not exist the individual behavior would not have occurred or would be less likely to occur. Question: what family factors allow or encourage this behavior? Direct attention to one specific individual behavior at a time. A family factor may apply to more than one behavior. Recorder should use the same color of paper for all family factors. Place the papers in a line or space just above the individual factors. Either place the family factor above the specific behavior to which it applies or in a more central position if it applies to more than one.
- Community Factors: the larger community decisions, norms or practices that influence individual behaviors and family factors. If these factors were addressed, the family factors would not exist. Question: what are the community factors that encourage the existence of the family factors? Recorder should use the same color of paper for all community factors. Place them in a line or space just above the community factors. Any community factors that apply to more than one family factor should be placed it in a more central position.

Step 3

At the beginning of Step 3, the facilitator may find it useful to have the group review the Child Well Being Indicators. These are consequences. Ask the group if these indicators might be the results of the problem. This is not intended to limit discussion to Child Well Being Indicators but to help the group think about the big picture.

Identify the consequences of the problem. Facilitator leads group through identifying the three levels of consequences:

- Individual consequences are the specific result of the problem. If the problem did not exist neither would these individual consequences.

Facilitator asks group: what are the consequences to individuals that occur from this problem? Recorder writes each consequence on a sticky notes and places each directly below the problem statement.

- Family consequences are the additional results or possible outcomes from the individual consequence. If the family consequence did not exist the individual consequence would not exist or would be lessened. Facilitator asks group to identify the possible family consequences that occur as a result of the individual consequences. Ask participants to focus on one direct consequence at a time. Family consequences may apply to more than one individual consequence. Recorder writes each consequence on a sticky note and places it directly below the individual consequences. If any apply to more than one indvidual consequences, place it in a more central position to reflect the relationship.
- Community consequences are the impact on the community caused by the family consequences. These are often best addressed through focus on policies.
  Facilitator ask group: What are the possible impact in our community as a result of family consequences? Recorder writes each consequence on a sticky note and places it in a line below the family consequence to which it applies.

If the group gets caught in a "chicken and egg" discussion or has difficulty determining the levels of consequences, note the questions raised and help move the group forward. Recorder should use the same color of paper for all three levels.

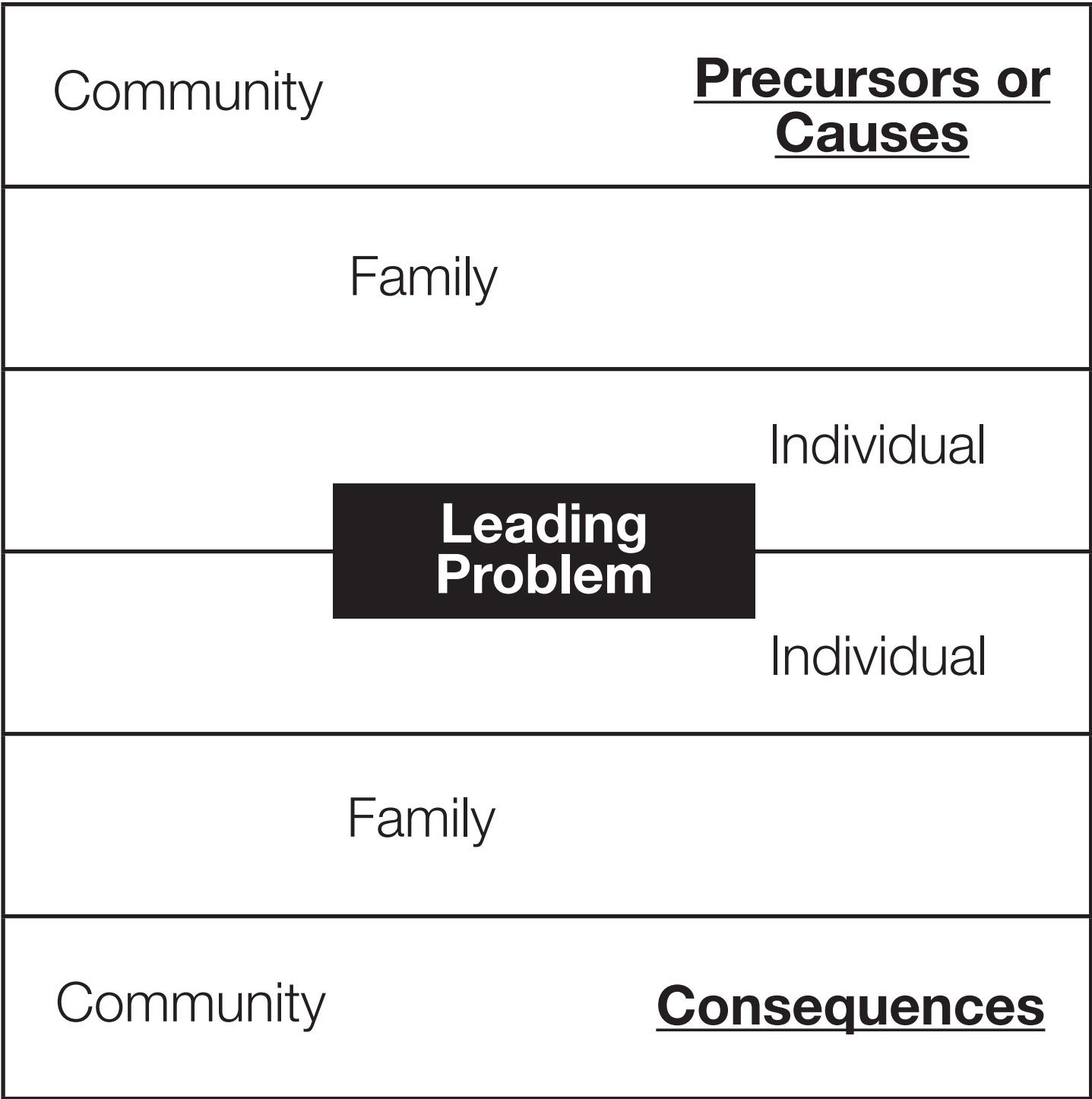## Step 4 Feasibility of Change

Once the group has completed the problem map, review all of the items on the wall for feasibility of change. Facilitator asks participants to weight each item on the wall using the following scale:

3. Highly possible to change. Community is interested and has skills and resources.

2. Somewhat possible to change. May need to develop community commitment and additional resources.

1. Not at this time. Community will is lacking. Would be difficult to address.

0. Don't know. More information needed or don't know how to address.

Facilitator asks the group to rate each item on the wall. Recorder writes the number on a sheet of paper on the wall. Recorder continues to notes questions.

Step 5 Review and Finalize Questions

Facilitator reviews the questions that have been generated during the all of the Problem Mapping steps, asks if they have been recorded accurately and if there are any other questions to add.

Community | **Precursors or Causes**

Family

Individual

Leading Problem

Individual

Family

Community | **Consequences**

Precursors

Root/Community

Youth Employment	Social Norms	Role Models
At-Risk Edu Programs	TV, Music and Music	Afterschool Programs
Parenting Knowledge	Racism	Sex / Contraceptive Education

Contributing

Poor School Connectedness	Poor Family Connectedness	Sex / Contraceptive Education	Peer Group
Partner Age Disparity	Unsupervised Activities	Access to Confidential Services	Risk Behaviors
Life Goals	Abuse	Family Income	Parental Beliefs and Behaviors

Acceptable Method

Behavioral

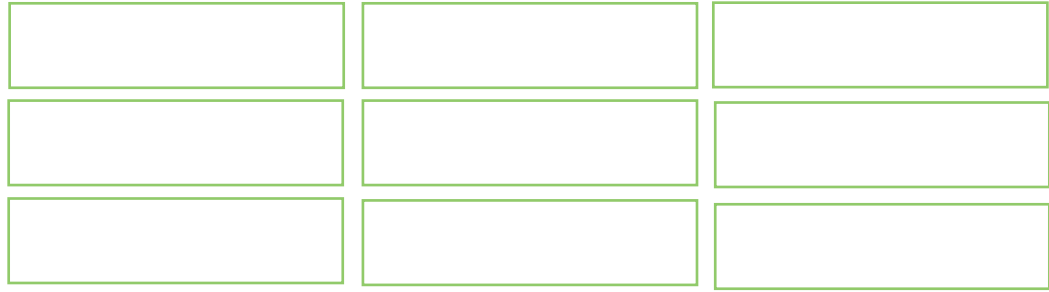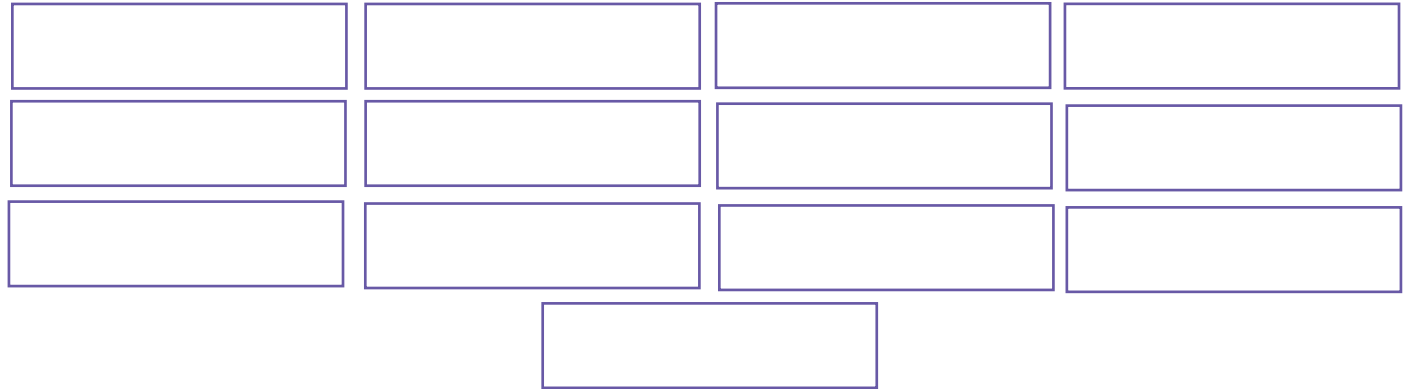|		
Initiation of Sexual Activity	Continuation of Sexual Activity	Use of Contraception

Problem

Teen Pregnancy

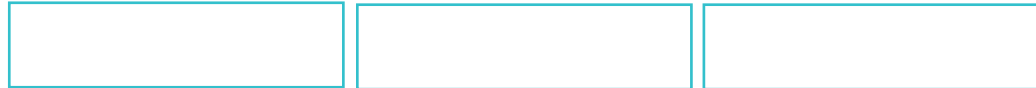# Problem map

Precursors

Root/Community

Contributing

Behavioral

Problem

Problem map

SUMMARY OF ALL PROBLEM PRECURSORS AND QUESTIONS

Core Statement: *Safe and nurturing community for all children*

Community Name: _____

Precursors or Causes	Feasibility of change
Individual factors	
Family factors	
Community factors	

Questions (List all questions raised in the problem mapping)