**Canadian Parent Focus Groups:** Prevent SBS British Columbia also coordinated the evaluation of the *PURPLE* educational materials from the NCSBS for their suitability to the Canadian culture in 2004. Samsara Communications was hired to facilitate the focus group presentations, to train project personnel to appropriately handle the comments from participants, and to elicit feedback from participants. MTM Research was hired to analyze the results and report the key findings.

The primary purpose of the research was to elicit feedback and opinions on dimensions of the materials such as:

- Clarity of the message
- Ease of understanding the message
- Sources of ambiguity in the message
- Attractiveness of the message
- How memorable the message was
- Meaningfulness of the message (Does it “speak to you as a parent”?)
- Appropriateness (or inappropriateness) of the message
- Helpfulness of the message
- Value added (what is new?) in the message
- Importance of message for caregivers (parents, in-laws, occasional caregivers) of infants

In order to meet the objectives, 8 focus group sessions were conducted between June 01 - November 16, 2004 throughout the Vancouver, Vancouver Island and Fraser Valley Health regions. These areas included Chilliwack, Duncan, Port Moody, Richmond, Surrey, and Vancouver. A total of 66 parents (59 mothers, 6 fathers, and 1 elder) representing various backgrounds of race, economic status and family makeup participated. Participants were biological or adoptive parents of infants <6 months old (excluding the elder) and were proficient in spoken and written English.

A professional moderator representing Samsara Communications Services facilitated the groups. The discussion guide was developed jointly by representatives of Shaken Baby and the moderator.

During the focus group session, participants were asked for their opinions and feedback on the *Period of PURPLE Crying*® intervention materials developed by the NCSBS in Ogden, Utah. The parental materials included (a) a 10 minute video/DVD; (b) a brochure; (c) a refrigerator magnet; (d) a bib; and (e) a caregiver checklist. The health-care professional materials included (a) a lapel button; (b) an office/ward poster; and (c) a brochure. Participants were informed that a note taker was present and that the session was audio-taped.

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