

Strengthening Parenting Skills for Improving Young Children's Social-Behavioral Readiness and Engagement

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Objectives

Describe the:

1. Rationale for strengthening parenting skills in early childhood
2. Development and validation of the Chicago Parent Program
3. ChiPP Project: Implementation of the Chicago Parent Program in Baltimore City Public Schools

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Disclosure

Under an agreement between Rush University Medical Center and Dr. Deborah Gross, Dr. Gross is entitled to revenue from sales of the Chicago Parent Program described in this presentation. This arrangement has been reviewed and approved by the Johns Hopkins University in accordance with its conflict of interest policies.

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The Problem We Want to Solve

- Social, emotional, and behavioral difficulties are among the top 5 chronic disabilities affecting US children (Halfon et al., 2012)
- In 2015, 52% of Baltimore City Public Schools' kindergarteners were assessed as "not ready" on measures of social-behavioral readiness
- Social-behavioral readiness skills are foundational for learning:
 - Social information processing skills
 - Executive functioning skills
 - Emotion regulation skills
- Social-behavioral readiness skills develop during the first 5 years of life, *before* children enter kindergarten

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What is Parenting Skills Training?

- Strategy for changing child behavior by strengthening parenting skills
- Supports parents in becoming the “change agents” for their family
- There are many evidence-based parenting skills programs available



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What is Parenting Skills Training?

BUT.....

Most of these parenting programs were originally developed for and tested on White, middle-class families



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The Chicago Parent Program

- Designed in collaboration with an advisory board of African American and Latino parents of young children
- For parents of 2-5 year old children
- Uses video vignettes, parent group discussion, role play
- Addresses issues relevant to low-income families raising young children in urban communities

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Structure of the Chicago Parent Program

- 12 2-hour parent group sessions
 - 11 weekly parent groups
 - 1 “booster” session
- Video vignettes to stimulate parent discussion and problem-solving
- Weekly skill-building “practice” assignments
- Weekly handouts
- Groups conducted on site, led by 2 trained CPP group leaders
- Manualized
- Available in English and Spanish



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Chicago Parent Program Content

Unit 1: The Value of Your Attention (4 weeks)

- Child-Centered Time
- Importance of Routines and Traditions
- Praise and Encouragement
- Using Reward Programs

Unit 2: Using Your Authority Wisely (4 weeks)

- Say What You Mean, Mean What You Say
- Threats and Consequences
- Ignore and Distract
- Using Time-Outs

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Chicago Parent Program Content

Unit 3: Managing Your Stress (2 weeks)

- Reducing Your Stress
- Problem-Solving

Unit 4: Sticking with the Program (2 weeks)

- Putting it All Together
- Booster Session (1 month later)

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Guided by Theory: Coercive Family Process Model

Key Principle #1:

Parents inadvertently reinforce the wrong behavior in their children

Key Principle #2:

Children inadvertently reinforce the wrong behavior in their parents



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Guided by Theory: Chicago Parent Program

Guiding Principle #1:

If you want to see a behavior again,
give it your attention

Guiding Principle #2:

If you *don't* want to see a behavior
again, don't give your attention



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What makes *this* program different?

- ~ 160 video vignettes; 75% are families of color
- Videos show parents managing misbehavior in public and at home
- Parenting strategies reframed to enhance relevance:
 - Child-centered time versus Child-directed play
 - Reframing praise
 - Reframing spanking

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What makes this program different? **Child-Centered Time**

- Reinforces the importance of building a positive relationship with child
- Relies on the principle of “following the child’s lead”
- Advisory board viewed parent-child play as “leisure time” – something they didn’t have
- Reframed as “child-centered time,” not specifically tied to play



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What makes this program different? **The Strategic Use of Praise**

Advisory board parents concerned about praising children:

- Felt that praise "spoils" children
- Need to "toughen" children for a world that doesn't praise them

Reframed the significance of praise:

"Ten years from now, how do you want your child to feel deep down about himself or herself?"



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What makes this program different? **The Spanking Dilemma**

Advisory board parents felt spanking was acceptable:

- They were spanked as children (and they were fine)
- Their parents were spanked as children (and they were fine)
- They would be less likely to attend a parent program that advocated against spanking

Spanking seen as more effective than time-outs



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The Spanking Dilemma: 8 Keys to Effective Discipline

1. Tied to a specific behavior
2. Punishment should not be out of proportion to what the child did wrong
3. Discipline is predictable
4. Discipline is controlled
5. Discipline without rage
6. Discipline without humiliation
7. Discipline with a positive ending
8. Children always know they're loved

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Chicago Parent Program Group Leader Training

- Two-day training workshop
- Content and hands-on practice
- Fidelity Monitoring System
- Group Leader Certification



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Chicago Parent Program Video Examples



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The Chicago Parent Program is Evidence-Based

- Validated in two randomized trials (2002-2011)
- > 500 families
- Children 2-5 years old
- Family demographics
 - 90% mothers
 - 74% single-parent households
 - 58% African American
 - 42% Latino
 - 69% report annual incomes < \$20,000

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Chicago Parent Program Results*

- Parents who attended the Chicago Parent Program:
 - Used less corporal punishment
 - Were more consistent in their discipline
 - Had greater parenting confidence
- Children of parents who attended the Chicago Parent Program
 - Had fewer behavioral problems based on **parent report**
 - Had fewer behavioral problems based on **teachers' report**
 - Had fewer behavioral problems based on **observation**

*Breitenstein, S et al., (2012). The Chicago Parent Program: Comparing 1-Year Outcomes for African American and Latino Parents of Young Children, *Research in Nursing & Health*, 35, 475-489.

*Gross, D et al. (2009). Efficacy of the Chicago Parent Program with Low-Income African American and Latino Parents of Young Children, *Prevention Science*, 10, 54-86.

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The ChiPP Project: Baltimore City Public Schools

Three-year collaboration among:

- Johns Hopkins University School of Nursing
- Baltimore City Public Schools Office of Early Learning
- Baltimore City Public Schools Office of Engagement
- The Fund for Educational Excellence
- Baltimore Education Research Consortium

Supported by multiple foundations:

- Harry and Jeannette Weinberg Foundation
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Purpose of the ChiPP Project

- Implement the Chicago Parent Program in Baltimore City Public Schools Pre-Kindergarten Programs
- Examine relationships between parent participation in the Chicago Parent Program and children's:
 - School-readiness, especially social-behavioral readiness
 - Attendance in kindergarten
 - Use of services through IEP or 504 Plan through 3rd grade
 - Suspensions/expulsions through 3rd grade
 - Grade retention through 3rd grade
- Build the business case for investing in parents in early childhood

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ChiPP Condition Cash Transfer Program

- Parents receive a Bank of America debit card at enrollment
- \$15 for each parent group session attended
- \$5 for each weekly “practice assignment” submitted
- Card can be used anywhere that takes debit cards



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Preliminary Results: Who is Signing Up?

Demographic Variable (n=213)	
Number of Schools in ChiPP	N=9
Caregivers	(%)
Mothers	78%
Fathers	12%
Grandparents	8%
Race/ethnicity	
African American	69%
Latino	27%
≤ High school diploma/GED	70%
Employed full or part-time	51%
Annual household income < \$20,000	67%

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Preliminary Results: Parent Participation Rates

- 213 parents enrolled thus far
- 80% of enrolled parents attend
- Average attendance: 65% of sessions
- Average “practice assignment” completion: 60% of assignments
- Quality of parent participation high



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Preliminary Results: Changes in Children's Behavior

Parents complete Eyberg Child Behavior Inventory Pre- and Post-Intervention

At Enrollment:

42% of children have behavior problems in "clinical range"

Post-intervention:

18% of children have behavior problems in "clinical range"

93% of parents report their children's behavior is "better" or "much better" following the program

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Preliminary Results: Parent Satisfaction

% Parents responding	Since completing the Chicago Parent Program....
96%	Program made them feel valued by their child's school
82%	Would now be "much more likely" to attend other programs for parents at child's school
66%	Attending the program helped them "a lot" with their relationships other than with their child (e.g., family, co-workers, teachers)
86%	Feeling "much more confident" in supporting their child's success in school
76%	Feeling "much more confident" talking with their child's teacher about their child's behavior
86%	Feel "Very satisfied" with the program
80%	Would "highly recommend" the program to friend or relative

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From the parents.....

"I think this was an excellent program. I hope that it continues and more parents get the experience."

"If there is another one, I would love to join. I like the class! It has definitely made things different in my home. Thanks for having me!"

"The program is the best thing that could have happened to me."

"As a grandparent, I truly enjoyed the class and the feedback from the group leaders as well as the parents... the scenes of real life parents in real life situations were very helpful... I learned a great deal from this class, from time out limits to sound steps to problem-solving."

"A huge thanks to everyone who made this program possible because it was a huge help for me. Thank you for caring about us."

"A lot of useful tips I can use for a lifetime."

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Future Directions

- Continue to **evaluate the impact** of the Chicago Parent Program on parents, children, and schools
- Create **sustainable strategies** for incorporating high quality parenting skills training in preschool programs
- Conduct **cost-benefit analysis**
 - Grade Retention: \$11,153/student/year retained
 - IEP and 504 Plan Services: average \$10,000/student/year though costs vary by need/disability
 - Suspensions/expulsions:
 - Staff time spent addressing behavior
 - Lost school funding due to student absence
 - Lost parent wages due to missed work or paying for child supervision while suspended/expelled

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Thank you!

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For more information about the Chicago
Parent Program:

www.chicagoparentprogram.org

For more information about becoming a
Chicago Parent Program Group Leader:

<http://learn.nursing.jhu.edu>

or email: learn@jhu.edu



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