Choosing and Implementing a Parenting Curriculum

Early Childhood National Centers

NATIONAL CENTER ON
Parent, Family and Community Engagement

Welcome and Introductions

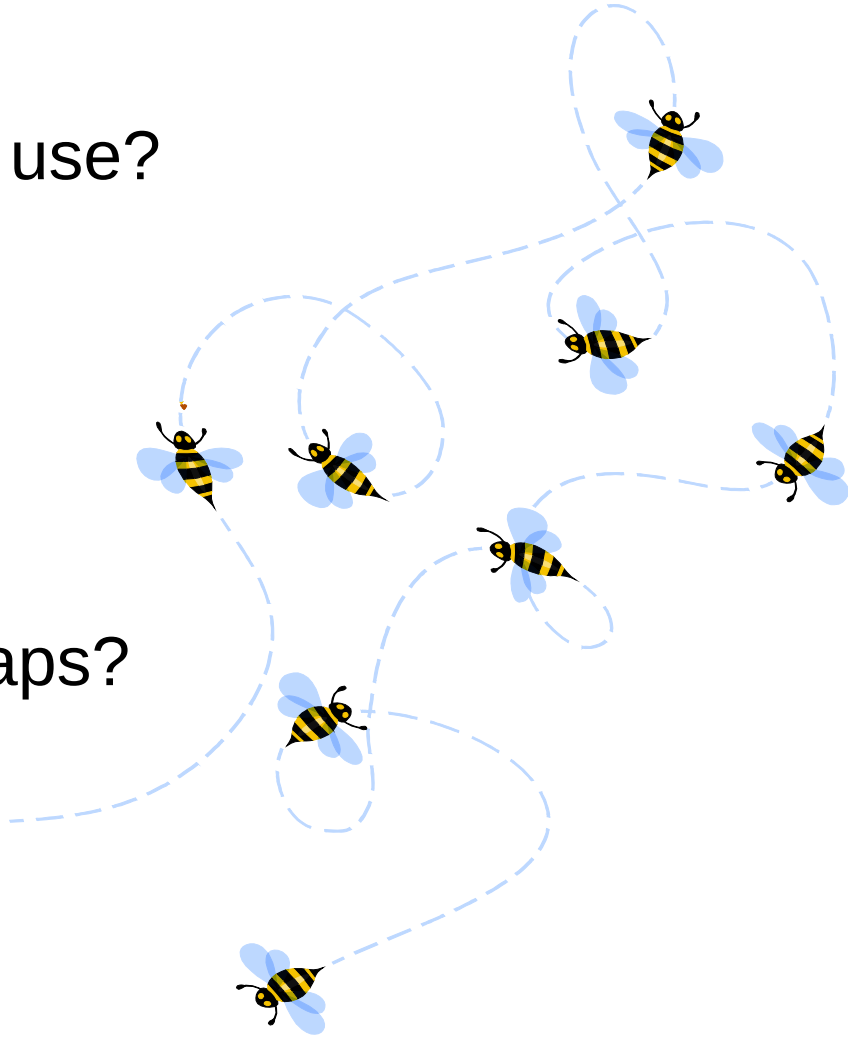
Session Objectives

At the end of this presentation, you should be able to:

1. Review the Head Start Program Performance Standard (HSPPS)
2. Clarify definitions to guide decision-making
3. Explore the context for implementing a parenting curriculum
4. Consider readiness and fit for implementing a systematically developed parenting effort

What's the buzz?

- What curriculum are you using / hoping to use?
- What do you like about it? Strengths?
- What are you still wondering about it? Gaps?
- What other questions do you have?



What do the Head Start Program Performance Standards (HSPPS) say?

1302.51(b)

A program must, at a minimum, offer **opportunities for parents** to participate in a **research-based parenting curriculum** that builds on parents' **knowledge** and offers parents the opportunity **to practice parenting skills** to promote children's learning and development. A program that chooses to make significant adaptations to the parenting curriculum to better meet the needs of one or more specific populations must work with an expert or experts to develop such adaptations.

How are we defining Parenting Curriculum for the purpose of the HSPPS??

Parenting Curriculum Decision-Making Checklist

A parenting curriculum should include the following characteristics:

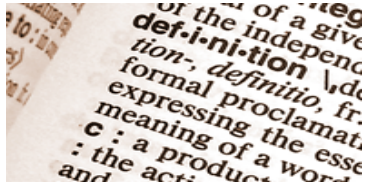
- ❑ Structured, sequenced learning activities for parents that focus on two or more of the following domains of learning:
  - ○ Nurturing (warmth, responsiveness, and sensitivity)
  - ○ Discipline (providing limits, teaching self-control, handling challenging child behaviors)
  - ○ Teaching (conveying information or skills)
  - ○ Language (conversations)
  - ○ Supervision (watchfulness)
- ❑ A manual or guide that describes what learning domains to deliver, how to present them, and in what order
- ❑ Available for public use
- ❑ Two or more sessions
- ❑ Delivered in a time-limited or ongoing manner
- ❑ Delivered to parents as the intended and primary audience
- ❑ Includes an opportunity for parents to practice skills
- ❑ Able to be implemented in early childhood settings or community-based organizations
- ❑ Research-based

Decision-making in Choosing a Parenting Curriculum

1. What **definitions** are key?
2. What **data** do you need to consider for selection?

3. How can you apply **longitudinal thinking**?
4. What **questions** should you consider when choosing?

Three definitions to guide us:

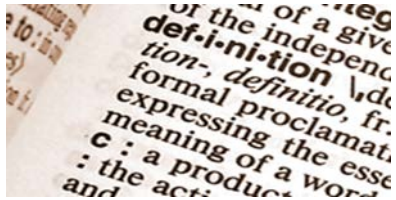


A. **Research-based** parenting curriculum

B. **Promising research-based**

parenting curriculum

C. **Evidence-based** parenting curriculum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Clarifying “Adaptation”

- Before attempting any adaptations, it is important to **always confer with the developer**.

- **Adaptation** means changing “the big stuff.” These would be the **core content or components** of a curriculum.

- Note: **Fidelity** means delivering the curriculum in the same way its developer **intended**.

2. Data: How do you make choices?

Consider:

- Family strengths & needs
- Program strengths & challenges
- Community capacity
- Parenting intervention evidence
- Parenting intervention match
- Capacity for sustainability
- 5-year project period

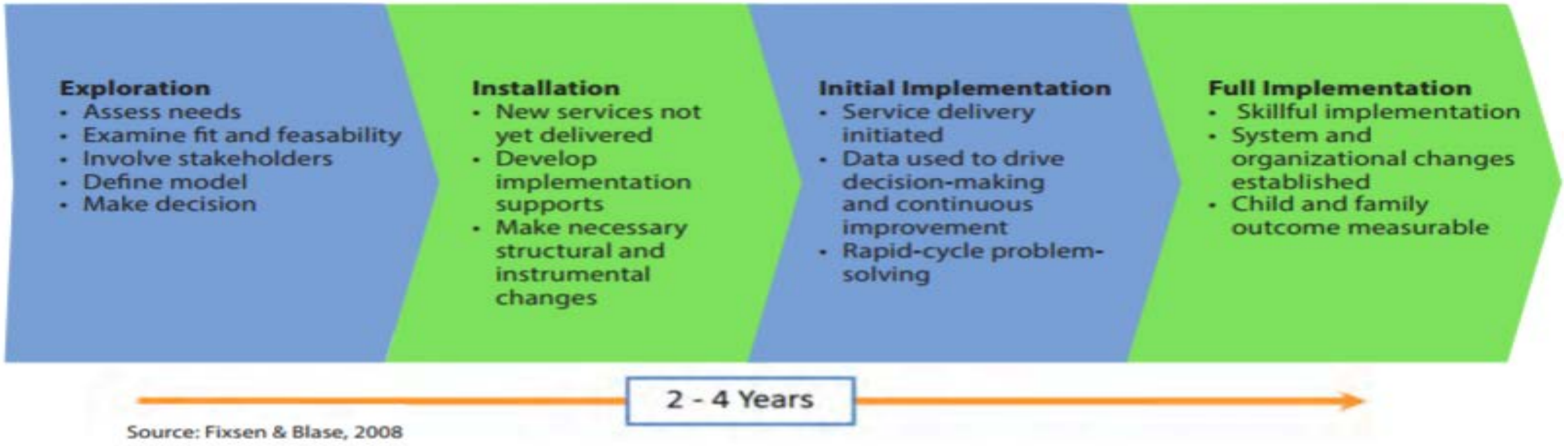
2. Data: What are you ready for?

Consider:

- Opportunities to establish in-house vs. community agency partnership
- Understand family needs & capacity
- Family needs, access, time, other
- Understand the parenting curriculum options & matches
- Understand current program capacity
- Capacity of family service staff
- Presence of an embedded mental health consultant
- Stability in leadership and staff with knowledgeable family engagement skills

3. Thinking Longitudinally: Implementation Science

Figure 1. The Four Stages of Implementation



Source: Implementing Parenting Interventions in Early Care and Education Settings: A Guidebook for Implementation
https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/parenting-implementation-guidebook.pdf

3. Thinking Longitudinally: Exploration

Figure 3. The Hexagon Tool*

The Hexagon Tool
Exploring Context

The Hexagon Tool can be used as a planning tool to evaluate evidence-based programs and practices during the exploration stage of implementation.

See the Active Implementation Hub Resource Library
http://implementation.fpg.unc.edu

EBP:

	High	Med	Low
Need			
Fit			
Resource Availability			
Evidence			
Readiness for Replication			
Capacity for Implementation			
Total Score			

*Reproduced with permission from Blase, K., Kiser, L. and Van Dyke, M. (2013). The Hexagon Tool: Exploring Context. Chapel Hill, NC: National Implementation Research Network, FPG Child Development Institute, University of North Carolina at Chapel Hill. Available at: http://implementation.fpg.unc.edu/sites/implementation.fpg.unc.edu/files/resources/NIRN-TheHexagonTool_0.pdf

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4. Questions to Consider When Choosing

Table 3. Questions to Consider About the Fit and Feasibility of a Parenting Intervention

Topic	Example Discussion Questions
Fit	How well does the intervention fit the identified strengths and needs of parents in your community? How well does it fit with parent and community values?
Mission, leadership and climate	Do the potential interventions align with your mission? Do the leaders charged with implementing the new intervention have the vision, knowledge and capacity to support this new initiative? Is it the right time for the program, state, or network to begin implementing a new parenting intervention?
Staff characteristics	Are staff open to implementing the potential parenting intervention? Will staff with the necessary skills and training be available? If new staff are needed, does the program, state, or network have the resources available to bring in new staff members?
Training needs	Is training available and affordable? Does training have an evidence base for skill development? (This information may be available within the Compendium.)
Coaching and supervision needs	Who will provide coaching and supervision? What steps will we need to take to ensure a coaching plan is in place? What kind of ongoing support is needed to support the staff?
Staff assessment	How will staff performance implementing the intervention be assessed? What steps are needed to ensuring a performance assessment system is in place?

Source: Implementing Parenting Interventions in Early Care and Education Settings: A Guidebook for Implementation
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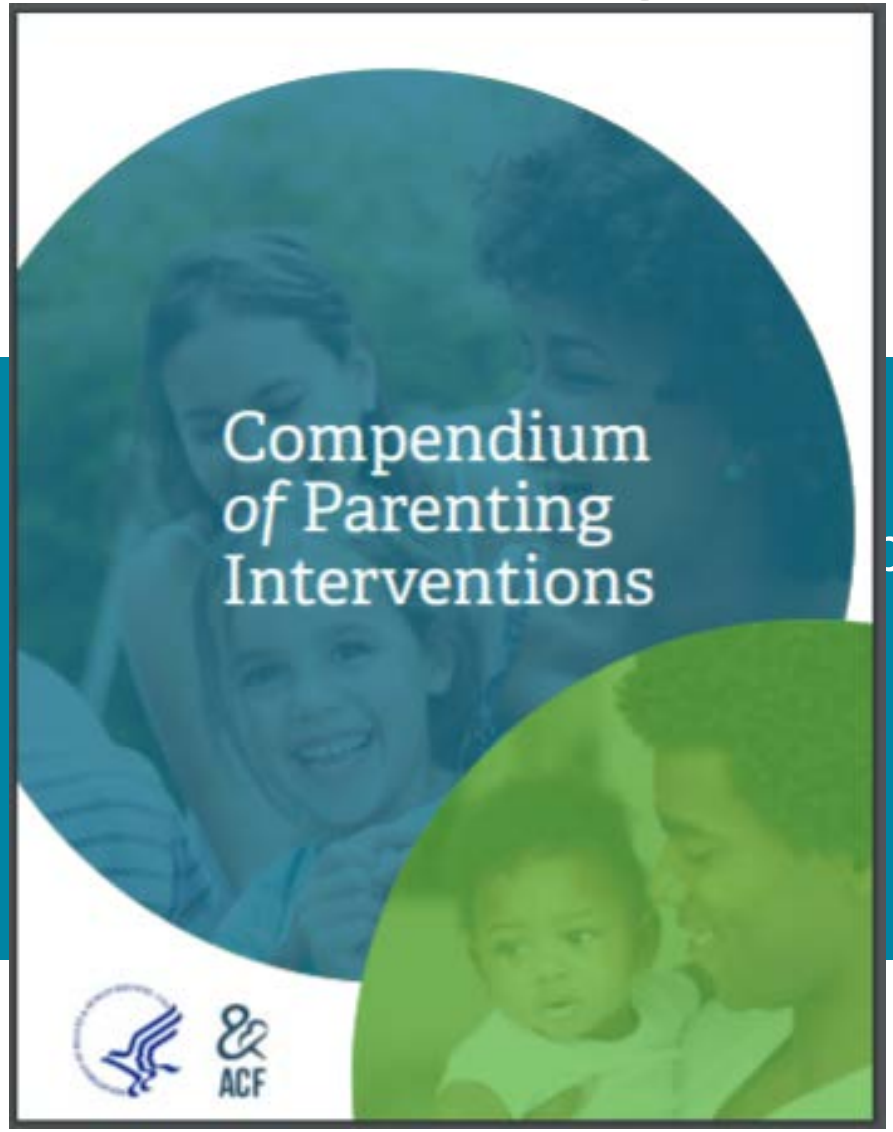
Compendium of Parenting Interventions

Table of Contents

Compendium of Parenting Interventions: Overview	1
What is the Purpose of the Compendium?	3
How Does a Parenting Intervention Work?	4
What is the Definition of a Parenting Intervention?	6
How We Found Parenting Interventions	7
How We Decided Which Interventions to Include	7
Limitations of Evidence and Challenges in Research	9
Choosing Parenting Interventions	11
What Information Does the Compendium Provide?	12
At-A-Glance Table	14
Peer-Reviewed Published Research and Outcomes Table	20
Profiles	27
Glossary of Terms	77
General References	80
References by Parenting Intervention	81



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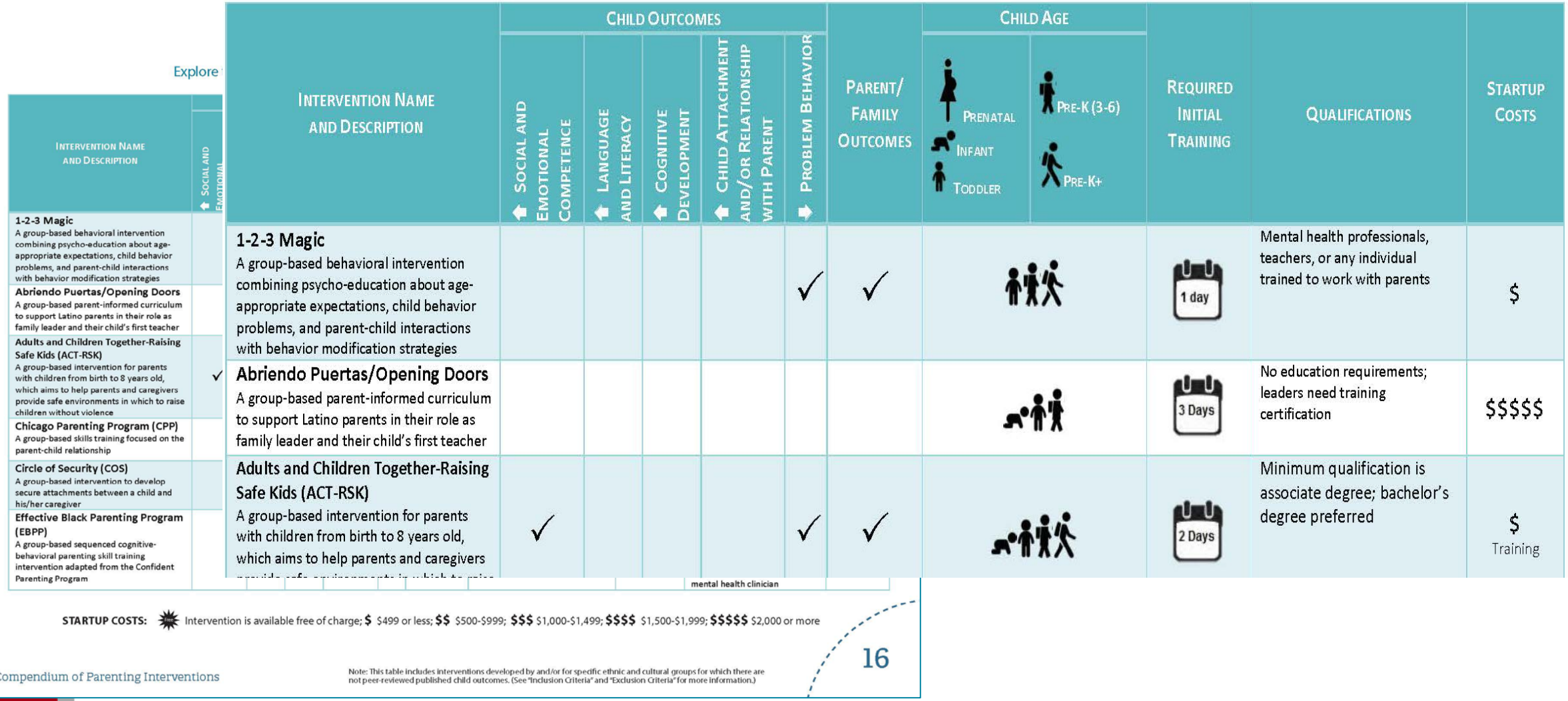
Source: Compendium of Parenting Interventions
https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/compendium-of-parenting.pdf

Compendium: At-A-Glance Table



Intervention Name and Description	Child Outcomes: Social and Emotional Competence	Child Outcomes: Language and Literacy	Child Outcomes: Cognitive Development	Child Outcomes: Child Attachment and/or Relationship with Parent	Child Outcomes: Problem Behavior	Parent/ Family Outcomes	Child Age	Required Initial Training	Qualifications	Startup Costs
1-2-3 Magic A group-based behavioral intervention combining psycho-education about age-appropriate expectations, child behavior problems, and parent-child interactions with behavior modification strategies					✓	✓		1 day	Mental health professionals, teachers, or any individual trained to work with parents	$
Abriendo Puertas/Opening Doors A group-based parent-informed curriculum to support Latino parents in their role as family leader and their child's first teacher								3 Days	No education requirements; leaders need training certification	$$$$$
Adults and Children Together-Raising Safe Kids (ACT-RSK) A group-based intervention for parents with children from birth to 8 years old, which aims to help parents and caregivers	✓				✓	✓		2 Days	Minimum qualification is associate degree; bachelor's degree preferred	$ Training

Child Age: Prenatal, Infant, Toddler, Pre-K (3-6), Pre-K+

STARTUP COSTS: Intervention is available free of charge; **$** $499 or less; **$$** $500-$999; **$$$** $1,000-$1,499; **$$$$** $1,500-$1,999; **$$$$$** $2,000 or more

Note: This table includes interventions developed by and/or for specific ethnic and cultural groups for which there are not peer-reviewed published child outcomes. (See "Inclusion Criteria" and "Exclusion Criteria" for more information.)

Compendium of Parenting Interventions

16

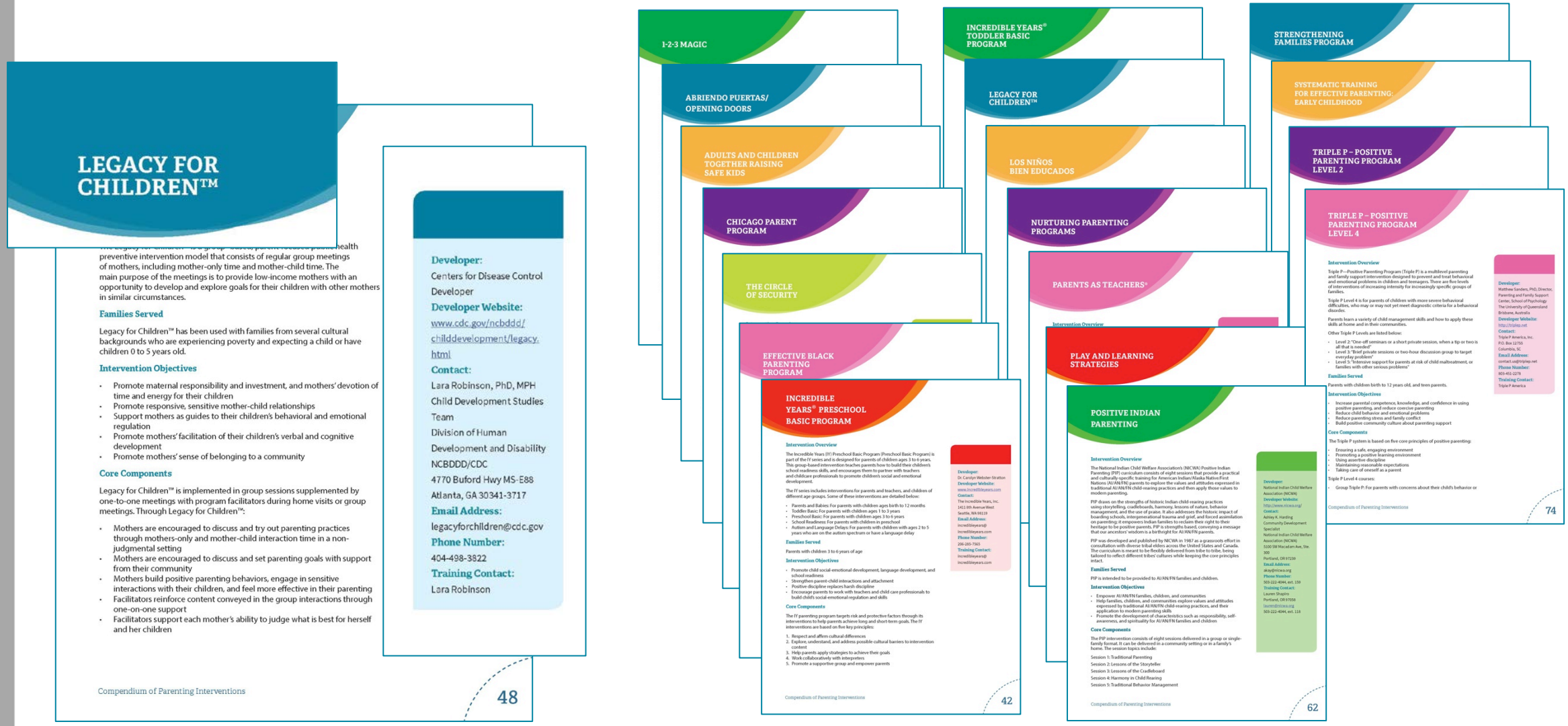
Source: Compendium of Parenting Interventions
https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/compendium-of-parenting.pdf

Compendium: Research and Outcomes Table

Intervention Name	Research							Outcomes												
		Study Design						Child					Family							
	No. of Peer Reviewed Publications ○: Limited ▩: Adequate ●: Extensive	Randomized Control Trial	Quasi-Experimental	Descriptive	Qualitative	Characteristics of Measures	Largest Sample Size	← Social and Emotional Competence	← Language and Literacy	← Cognitive Development	← Child Attachment and/or Relationship with Parent	→ Problem Behaviors	← Positive Parent Relationships/ Interactions with Child	← Positive Parenting Practices and Attitudes	← Positive Discipline Practices	← Parent Well Being	← Knowledge of Child Development	→ Parenting Stress	→ Child Maltreatment
Incredible Years® (IY) Preschool Basic	▩ (4)	✓ (4)				STM (10+) NSM (2) MM	394	✓				✓		✓	✓					
Incredible Years® (IY) Toddler Basic	▩ (3)	✓ (3)				STM (10) NSM (2) MM	208					✓		✓					✓	

Source: Compendium of Parenting Interventions
https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/compendium-of-parenting.pdf

Compendium: Profiles



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Parenting Compendium References:
General & Intervention-Specific

1-2-3 Magic

Bailey, E. L., van der Zwan, R., Phelan, T. W., & Brooks, A. (2012). The 1-2-3 Magic Program: Implementation outcomes of an Australian pilot evaluation with school-aged children. *Child & Family Behavior Therapy*, *34*(1), 53-69.

Bradley, S. J., Jadaa, D., Brody, J., Landy, S., Tallett, S. E., Watson, W., & ... Stephens, D. (2003). Brief psychoeducational parenting program: An evaluation and 1-year follow-up. *Journal of the American Academy of Child & Adolescent Psychiatry*, *42*(10), 1171-1178.

Norcross, J. C., Campbell, L. M., Grohol, J. M., Santrock, J. W., Selagea, F., & Sommer, R. (2013). *Self-help that works: Resources to Improve Emotional Health and Strengthen Relationships* (4th ed.). New York: Oxford University Press.

Porzig-Drummond, R., Stevenson, R. J., & Stevenson, C. (2014). The 1-2-3 Magic parenting program and its effect on child problem behaviors and dysfunctional parenting: A randomized controlled trial. *Behaviour Research and Therapy*, 5852-64.

The following website was used: www.123magic.com

Abriendo Puertas

Bridges, M., Cohen, S. R., & Fuller, B. (2012). *Abriendo Puertas: Opening Doors to Opportunity – A National Evaluation of Second-Generation Trainers*. Berkeley, CA: UC Berkeley Institute of Human Development.

Resources

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Parenting Curriculum

Parenting Resources

- Compendium of Parenting Interventions
- Implementation Parenting Interventions in Early Care and Education Settings: A Guidebook for Implementation

Registries that include Parenting Interventions

- Blueprints for Youth Development Registry (BYDR) http://www.blueprintsprograms.com
- California Evidence Based Clearinghouse for Child Welfare (CEBC) http://www.cebc4cw.org/home
- National Registry of Evidence-based Programs and Practices SAMHSA (NREPP) https://www.samhsa.gov/nrepp

Related Resources

- Institute of Medicine Report (2016). Parenting Matters: Supporting Parents of Children Ages 0-8, Evidence-Based Interventions That Support Parenting. (Table C-1.) https://www.nap.edu/read/21868/chapter/13
- Websites and manuals for specific interventions
- Other academic or practice articles about parenting interventions

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Working Draft
March 2017

Implementing a Parenting Curriculum: Understanding Head Start Program Performance Standard 1302.51 (b)

Parent activities to promote child learning and development, 45 CFR § 1302.51(b):
A program must, at minimum, offer opportunities for parents to participate in a research-based parenting curriculum that builds on parents' knowledge and offers parents the opportunity to practice parenting skills to promote children's learning and development. A program that chooses to make significant adaptations to the parenting curriculum to better meet the needs of one or more specific populations must work with an expert or experts to develop such adaptations.

Background

Positive parent-child relationships are fundamental to the goal of promoting child learning and development. This program performance standard represents ideas that have emerged in recent research related to supporting parental confidence. Research has shown that preschool programs can positively impact parenting when they go beyond simply providing parenting information. There are greater benefits to parents and children when programs offer parents experiences that model positive interactions and give parents opportunities to practice with feedback.[1] In addition, these intentional offerings give parents opportunities to interact with staff, form peer relationships, and access information to support parental confidence.

Parenting Curriculum Decision-Making Checklist

A parenting curriculum should include the following characteristics:

- ❑ Structured, sequenced learning activities for parents that focus on two or more of the following domains of learning:
  - Nurturing (warmth, responsiveness, and sensitivity)
  - Discipline (providing limits, teaching self-control, handling challenging child behaviors)
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  - Language (conversations)
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- ❑ A manual or guide that describes what learning domains to deliver, how to present them, and in what order
- ❑ Available for public use
- ❑ Two or more sessions
- ❑ Delivered in a time-limited or ongoing manner
- ❑ Delivered to parents as the intended and primary audience
- ❑ Includes an opportunity for parents to practice skills
- ❑ Able to be implemented in early childhood settings or community-based organizations
- ❑ Research-based

[1] Yoshikawa, H. Testimony to the Senate HELP Committee- Full-Committee Hearing on Supporting Children and Families through Investments in High-Quality Early Education, February 6, 2014.

Working Draft

t We Mean by Research-Based Curriculum

ories of research-based curricula. All three of these categories meet ce standard. The figure below illustrates these categories:

Promising Research-Based:

- Includes everything in the Research-Based category, plus
- Has at least one quasi-experimental study that influences the desired parenting/child outcomes.

Evidence-Based:

- Includes everything in the Research-Based and Promising Research-Based categories, plus
- Has more than one strong, quasi-experimental and/or random assignment study (or set of studies) that influences or causes changes in desired parenting/child outcomes.

Research Design Terms

- **Quasi-experimental:** A type of research design that compares the outcomes of two groups: the group participating in the intervention to be tested and a comparison group that did not, or that participated in a different one. The participants and non-participants are not randomly assigned to their respective groups.
- **Random Assignment/Randomized Control Trial (RCT):** A type of experimental research design in which sample members (e.g., children, parents, families, groups) are assigned by chance into groups to receive or not to receive an intervention. RCTs are considered the best way to show that an intervention causes the outcomes that are measured.

Updates and Next Steps

Questions

Adjourn

Contact NCPFCE

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https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family

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