



# Choosing and Implementing a Parenting Curriculum



NATIONAL CENTER ON  
Parent, Family and Community Engagement

# Welcome and Introductions



# Session Objectives

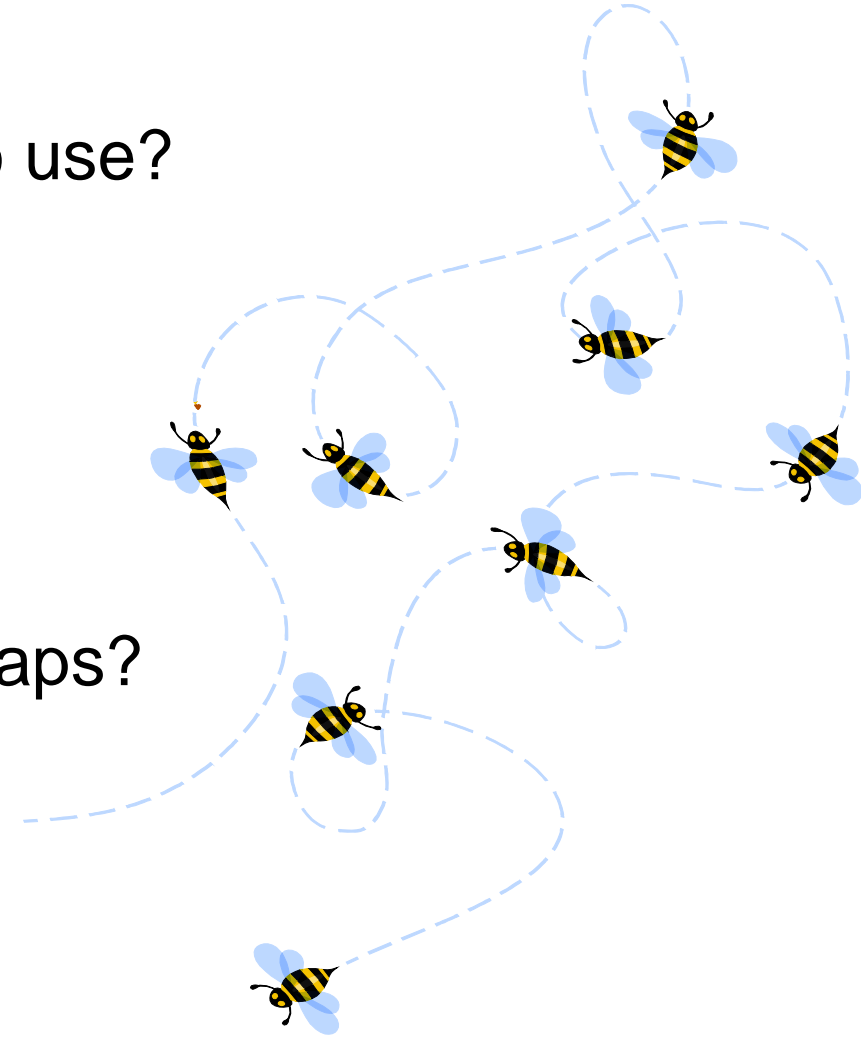
At the end of this presentation, you should be able to:



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?



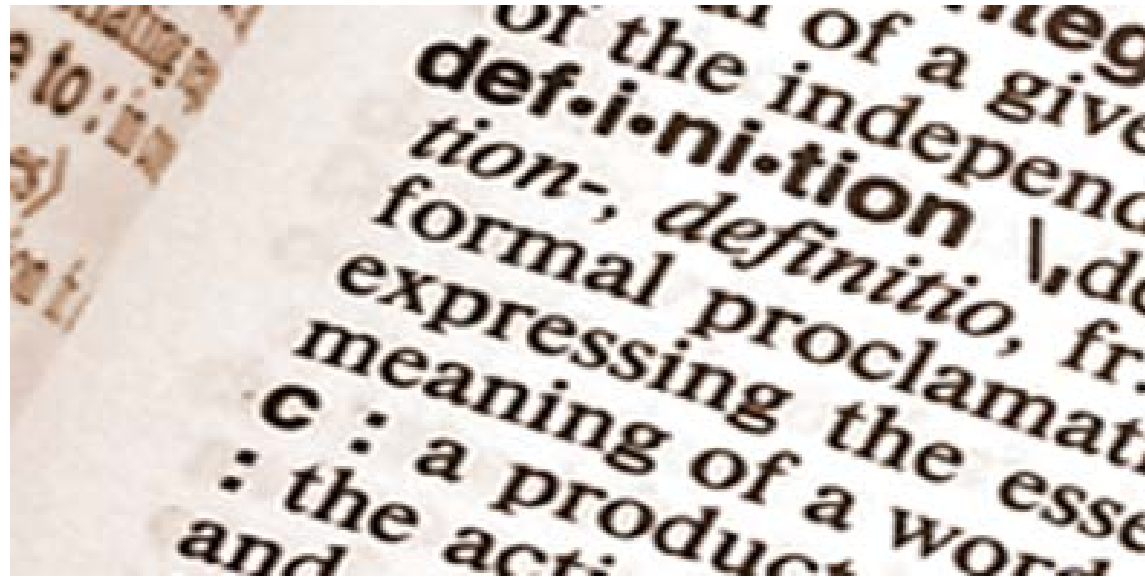
# What do the Head Start Program Performance Standards (HSPPS) say?

## 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?



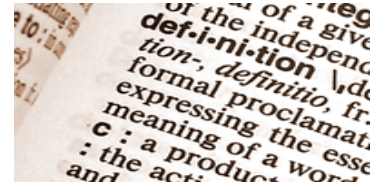
3. How can you apply **longitudinal thinking**?



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

of a give  
of the independ  
**def-i-ni-tion** \,de-  
tion-, *definitio*, fr.  
formal proclamati  
expressing the esse  
meaning of a word  
**c** : a product  
: the act  
and

# 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?



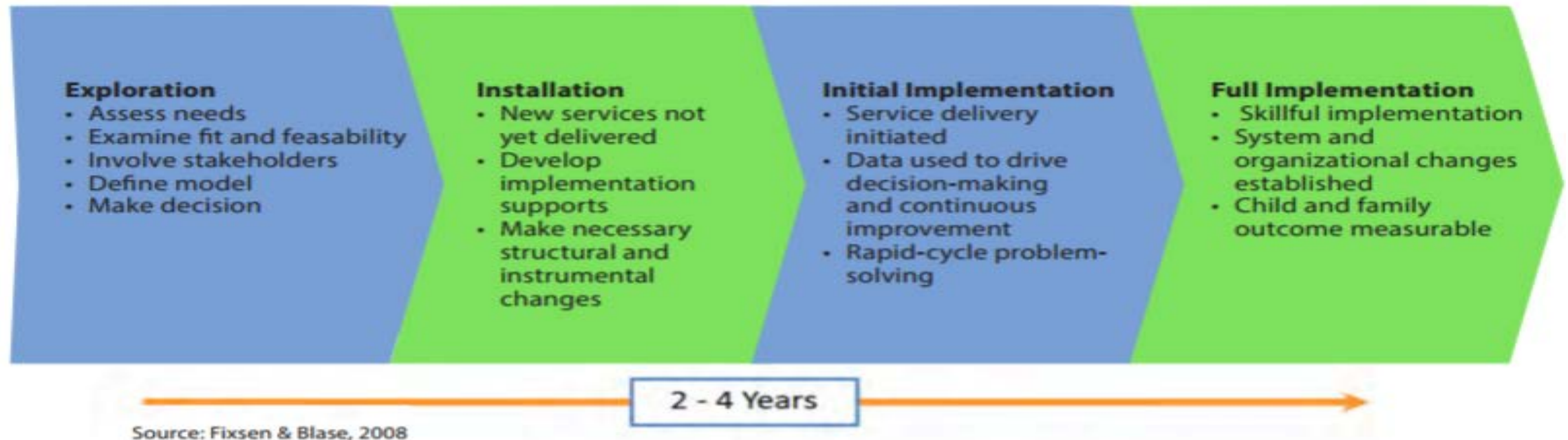
Consider:

- 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



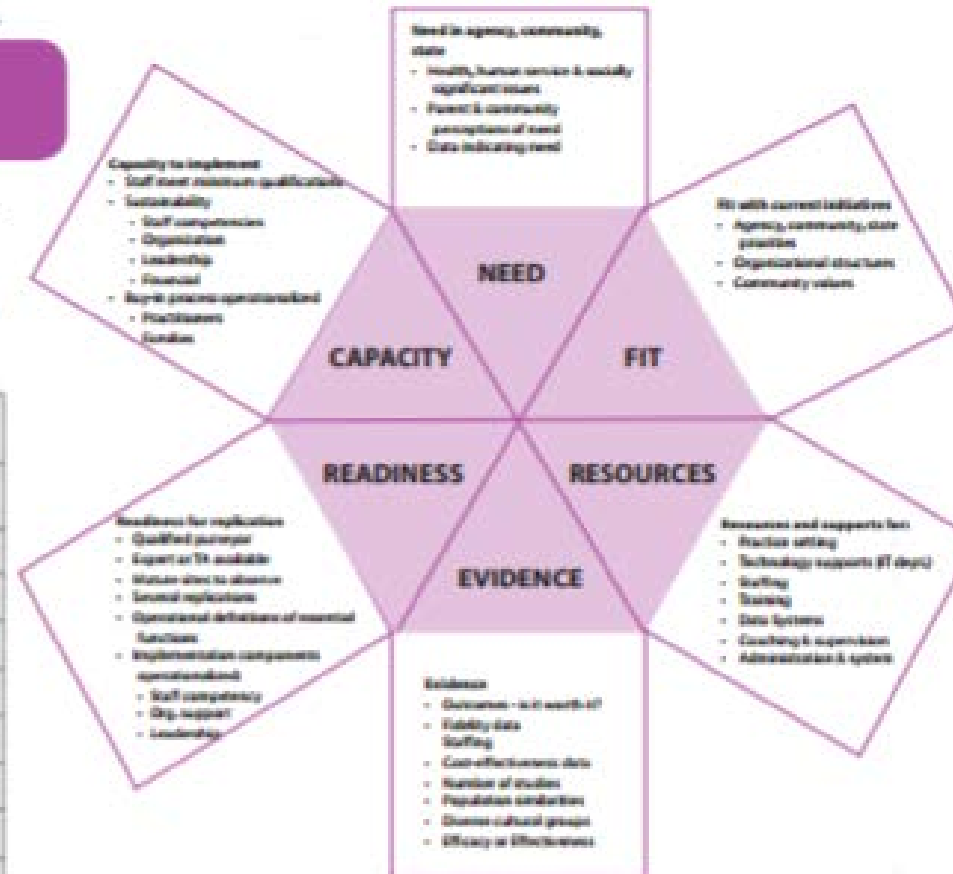
Figure 3. The Hexagon Tool\*

## 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.hopkins.edu>

ERP			
5 Point Rating Scale: High = 5, Medium = 3, Low = 1. Midpoints can be used and scored as 2 or 4.			
	High	Med	Low
Need			
Fit			
Resources			
Evidence			
Readiness			
Capacity			
Total Score			



\*Reproduced with permission from Blas, K., Kase, L. and Van Dyle, 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.hopkins.edu/sites/default/files/resources/2013/06/HexagonTool\\_0.pdf](http://implementation.hopkins.edu/sites/default/files/resources/2013/06/HexagonTool_0.pdf)

Implementing Parenting Interventions in Early Care and Education Settings

# 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

<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/parenting-implementation-guidebook.pdf>

# 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



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	SOCIAL AND EMOTIONAL	INTERVENTION NAME AND DESCRIPTION	CHILD OUTCOMES					PARENT/FAMILY OUTCOMES	CHILD AGE		REQUIRED INITIAL TRAINING	QUALIFICATIONS	STARTUP COSTS
			SOCIAL AND EMOTIONAL COMPETENCE	LANGUAGE AND LITERACY	COGNITIVE DEVELOPMENT	CHILD ATTACHMENT AND/OR RELATIONSHIP WITH PARENT	PROBLEM BEHAVIOR		PRENATAL INFANT TODDLER	PRE-K (3-6) PRE-K+			
<b>1-2-3 Magic</b> A group-based behavioral intervention combining psycho-education about age-appropriate expectations, child behavior problems, and parent-child interactions with behavior modification strategies		<b>1-2-3 Magic</b> 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	\$
<b>Abriendo Puertas/Opening Doors</b> A group-based parent-informed curriculum to support Latino parents in their role as family leader and their child's first teacher		<b>Abriendo Puertas/Opening Doors</b> 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	\$\$\$\$\$
<b>Adults and Children Together-Raising Safe Kids (ACT-RSK)</b> A group-based intervention for parents with children from birth to 8 years old, which aims to help parents and caregivers provide safe environments in which to raise children without violence	✓	<b>Adults and Children Together-Raising Safe Kids (ACT-RSK)</b> A group-based intervention for parents with children from birth to 8 years old, which aims to help parents and caregivers provide safe environments in which to raise children without violence									2 Days	Minimum qualification is associate degree; bachelor's degree preferred	\$ Training
<b>Chicago Parenting Program (CPP)</b> A group-based skills training focused on the parent-child relationship		<b>Chicago Parenting Program (CPP)</b> A group-based skills training focused on the parent-child relationship											
<b>Circle of Security (COS)</b> A group-based intervention to develop secure attachments between a child and his/her caregiver		<b>Circle of Security (COS)</b> A group-based intervention to develop secure attachments between a child and his/her caregiver											
<b>Effective Black Parenting Program (EBPP)</b> A group-based sequenced cognitive-behavioral parenting skill training intervention adapted from the Confident Parenting Program		<b>Effective Black Parenting Program (EBPP)</b> A group-based sequenced cognitive-behavioral parenting skill training intervention adapted from the Confident Parenting Program	✓				✓	✓					

**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.)

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												
	No. of PEER REVIEWED PUBLICATIONS  ● : LIMITED ▣ : ADEQUATE ● : EXTENSIVE	STUDY DESIGN				CHARACTERISTICS OF MEASURES	LARGEST SAMPLE SIZE	CHILD					FAMILY							
		RANDOMIZED CONTROL TRIAL	QUASI-EXPERIMENTAL	DESCRIPTIVE	QUALITATIVE			↑ 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

## LEGACY FOR CHILDREN™

Legacy for Children™ is a health preventive intervention model that consists of regular group meetings of mothers, including mother-only time and mother-child time. The main purpose of the meetings is to provide low-income mothers with an opportunity to develop and explore goals for their children with other mothers in similar circumstances.

### Families Served

Legacy for Children™ has been used with families from several cultural backgrounds who are experiencing poverty and expecting a child or have children 0 to 5 years old.

### Intervention Objectives

- Promote maternal responsibility and investment, and mothers' devotion of time and energy for their children
- Promote responsive, sensitive mother-child relationships
- Support mothers as guides to their children's behavioral and emotional regulation
- Promote mothers' facilitation of their children's verbal and cognitive development
- Promote mothers' sense of belonging to a community

### Core Components

Legacy for Children™ is implemented in group sessions supplemented by one-to-one meetings with program facilitators during home visits or group meetings. Through Legacy for Children™:

- Mothers are encouraged to discuss and try out parenting practices through mothers-only and mother-child interaction time in a non-judgmental setting
- Mothers are encouraged to discuss and set parenting goals with support from their community
- Mothers build positive parenting behaviors, engage in sensitive interactions with their children, and feel more effective in their parenting
- Facilitators reinforce content conveyed in the group interactions through one-on-one support
- Facilitators support each mother's ability to judge what is best for herself and her children

Compendium of Parenting Interventions

48

### Developer:

Centers for Disease Control  
Developer

### Developer Website:

[www.cdc.gov/ncbddd/childdevelopment/legacy.html](http://www.cdc.gov/ncbddd/childdevelopment/legacy.html)

### Contact:

Lara Robinson, PhD, MPH  
Child Development Studies  
Team  
Division of Human  
Development and Disability  
NCBDDD/CDC  
4770 Buford Hwy MS-E88  
Atlanta, GA 30341-3717

### Email Address:

[legacyforchildren@cdc.gov](mailto:legacyforchildren@cdc.gov)

### Phone Number:

404-498-3822

### Training Contact:

Lara Robinson

### 1-2-3 MAGIC

### ABRIENDO PUERTAS/ OPENING DOORS

### ADULTS AND CHILDREN TOGETHER RAISING SAFE KIDS

### CHICAGO PARENT PROGRAM

### THE CIRCLE OF SECURITY

### EFFECTIVE BLACK PARENTING PROGRAM

### INCREDIBLE YEARS® PRESCHOOL BASIC PROGRAM

**Intervention Overview**  
The Incredible Years (IY) Preschool Basic Program (Preschool Basic Program) is part of the IY series and is designed for parents of children ages 3 to 5 years. This group-based intervention teaches parents how to build their children's school readiness skills, and encourages them to partner with teachers and childcare professionals to promote children's social and emotional development.

The IY series includes interventions for parents and teachers, and children of different age groups. Some of these interventions are detailed below:

- Parents and Families: For parents with children ages birth to 12 months
- Toddlers Basic: For parents with children ages 1 to 3 years
- Preschool Basic: For parents with children ages 3 to 5 years
- School Readiness: For parents with children in preschool
- Autism and Language Delays: For parents with children with ages 2 to 5 years who are on the autism spectrum or have a language delay

**Families Served**  
Parents with children 3 to 5 years of age

### Intervention Objectives

- Promote child social-emotional development, language development, and school readiness
- Strengthen parent-child interactions and attachment
- Positive discipline replaces harsh discipline
- Encourage parents to work with teachers and child care professionals to build children's social-emotional regulation and skills

### Core Components

1. Respect and affirm cultural differences
2. Explore, understand, and address possible cultural barriers to intervention content
3. Help parents apply strategies to achieve their goals
4. Work collaboratively with caregivers
5. Promote a supportive group and empower parents

Compendium of Parenting Interventions

### INCREDIBLE YEARS® TODDLER BASIC PROGRAM

### LEGACY FOR CHILDREN™

### LOS NIÑOS BIEN EDUCADOS

### NURTURING PARENTING PROGRAMS

### PARENTS AS TEACHERS®

### PLAY AND LEARNING STRATEGIES

### POSITIVE INDIAN PARENTING

**Intervention Overview**  
The National Indian Child Welfare Association (NICWA) Positive Indian Parenting (PIP) curriculum consists of eight sessions that provide a practical and culturally-specific training for American Indian/Alaska Native first Nations (AI/AN) parents to explore the values and attitudes expressed in traditional AI/AN child-rearing practices and then apply those values to modern parenting.

PIP is based on the strengths of historic Indian child-rearing practices using storytelling, call-and-response, humor, stories of nature, behavior management, and the use of praise. It also addresses the historic impact of boarding schools, intergenerational trauma and grief, and forced assimilation on parenting. It empowers Indian families to reclaim their right to their heritage by for positive parents. PIP is strengths-based, conveying a message that our ancestors' wisdom is a bright light for AI/AN parents.

PIP was developed and published by NICWA in 1987 as a parentally effort in consultation with diverse tribal elders across the United States and Canada. The curriculum is meant to be flexibly delivered from tribe to tribe, being tailored to reflect different tribal cultures while keeping the core principles intact.

### Families Served

PIP is intended to be provided to AI/AN families and children.

### Intervention Objectives

- Engage AI/AN families, children, and communities
- Help families, children, and communities explore values and attitudes expressed by traditional AI/AN child-rearing practices, and then apply them to modern parenting skills
- Promote the development of child-rearing skills such as responsibility, self-awareness, and spirituality for AI/AN families and children

### Core Components

The PIP intervention consists of eight sessions delivered in a group or single-family format. It can be delivered in a community setting or in a family's home. The session topics include:

- Session 1: Traditional Parenting
- Session 2: Lessons of the Storyteller
- Session 3: Lessons of the Craftboard
- Session 4: Harmony in Child-Rearing
- Session 5: Traditional Behavior Management

Compendium of Parenting Interventions

42

### STRENGTHENING FAMILIES PROGRAM

### SYSTEMATIC TRAINING FOR EFFECTIVE PARENTING: EARLY CHILDHOOD

### TRIPLE P – POSITIVE PARENTING PROGRAM LEVEL 2

### TRIPLE P – POSITIVE PARENTING PROGRAM LEVEL 4

**Intervention Overview**  
Triple P – Positive Parenting Program (Triple P) is a multilevel parenting and family support intervention designed to prevent and treat behavioral and emotional problems in children and teenagers. There are five levels of interventions of increasing intensity for increasingly specific groups of families.

Triple P Level 4 is for parents of children with more severe behavioral difficulties, who may or may not yet meet diagnostic criteria for a behavioral disorder.

Other Triple P Levels are listed below:

- Level 2: One-off seminars or a short private session, when a tip or two is all that is needed
- Level 3: Brief private sessions or two-hour discussion group to target everyday problems
- Level 5: Intensive support for parents at risk of child maltreatment, or families with other serious problems

**Families Served**  
Parents with children birth to 12 years old, and teen parents.

### Intervention Objectives

- Increase parental competence, knowledge, and confidence in using positive parenting, and reduce coercive parenting
- Reduce child behavior and emotional problems
- Reduce parenting stress and family conflict
- Build positive community culture about parenting support

### Core Components

The Triple P system is based on five core principles of positive parenting:

- Ensuring a safe, engaging environment
- Promoting a positive learning environment
- Using assertive discipline
- Maintaining reasonable expectations
- Taking care of oneself as a parent

Triple P Level 4 courses:

- Group Triple P for parents with concerns about their child's behavior or

Compendium of Parenting Interventions

74

Source: Compendium of Parenting Interventions

<https://eclkc.ohs.acf.hhs.gov/hslc/tta-system/family/docs/compendium-of-parenting.pdf>

20

# 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*, 58, 52-64.

The following website was used: [www.123magic.com](http://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.

Bridges, M., & Gutierrez, S. (2011). *Beyond a Haircut, Lunch Pail, and New Shoes: Opening Doors to*

Ge

Bandu  
a unif  
Psych

Belsky  
A pro

Bronf  
devel  
Camb

Brook  
What  
interv  
Child  
3-15.

Brook  
The c  
racial  
15(1).

Child  
Protec  
Washi  
Huma  
child  
pdf

Halle,  
Mood  
paren  
and ex  
imple  
of Pla  
Admi  
Depar

Maste  
vulne  
devel  
& A. K  
psych  
Plenu

Metz,  
evalu  
an ou  
Result  
DC: C

Neils  
Behav  
3-8.

Compend

# Resources



## 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



**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.<sup>1</sup> 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)
  - 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



**Working Draft**

### What We Mean by Research-Based Curriculum

Examples of research-based curricula. All three of these categories meet the 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.

<sup>1</sup>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.

# Updates and Next Steps



# Questions



# Adjourn





## Contact NCPFCE



[pfce@ecetta.info](mailto:pfce@ecetta.info)

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



Call us: 855.208.0909