Choosing and Implementing a Parenting Curriculum
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
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

Source: Implementing Parenting Interventions in Early Care and Education Settings: A Guidebook for Implementation
3. Thinking Longitudinally: Exploration

Source: Implementing Parenting Interventions in Early Care and Education Settings: A Guidebook for Implementation
# Questions to Consider When Choosing

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

<table>
<thead>
<tr>
<th>INTERVENTION NAME AND DESCRIPTION</th>
<th>CHILD OUTCOMES</th>
<th>CHILD AGE</th>
<th>REQUIRED INITIAL TRAINING</th>
<th>QUALIFICATIONS</th>
<th>STARTUP COSTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1-2-3 Magic</strong></td>
<td>Social and Emotional Competence</td>
<td>Infant</td>
<td>1 day</td>
<td>Mental health professionals, teachers, or any individual trained to work with parents</td>
<td>$</td>
</tr>
<tr>
<td><strong>Abriendo Puertas/Opening Doors</strong></td>
<td>Language and Literacy</td>
<td>Toddler</td>
<td>3 days</td>
<td>No education requirements; leaders need training certification</td>
<td>$$$$$</td>
</tr>
<tr>
<td><strong>Abriendo Puertas/Opening Doors</strong></td>
<td>Cognitive Development</td>
<td>Pre-K</td>
<td>2 days</td>
<td>Minimum qualification is associate degree; bachelor’s degree preferred</td>
<td>$</td>
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<td><strong>Circle of Security (COS)</strong></td>
<td>Child Attachment and/or Relationship with Parent</td>
<td>Pre-K</td>
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<td><strong>Effective Black Parenting Program (EBPP)</strong></td>
<td>Problem Behavior</td>
<td>Pre-K</td>
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**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 for and/or for specific ethnic or cultural groups for which there are not peer-reviewed published child outcomes. (See “Definitions” and “Selection Criteria” for more information.)

Source: Compendium of Parenting Interventions

## Compendium: Research and Outcomes Table

<table>
<thead>
<tr>
<th>Intervention Name</th>
<th>No. of Peer Reviewed Publications</th>
<th>RD</th>
<th>QE</th>
<th>D</th>
<th>Characteristics of Measures</th>
<th>Largest Sample Size</th>
<th>Research</th>
<th>Child</th>
<th>Outcomes</th>
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</thead>
<tbody>
<tr>
<td>Incredible Years® (IY)</td>
<td>(4)</td>
<td>✓</td>
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<td></td>
<td>STM (10+) NSM (2) MM</td>
<td>394</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Preschool Basic</td>
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<td></td>
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<td>208</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Toddler Basic</td>
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</tbody>
</table>

**Source:** Compendium of Parenting Interventions

Compendium: Profiles

Source: Compendium of Parenting Interventions
1-2-3 Magic


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

Abriendo Puertas


Bridges, M. & Gutierrez, S. (2011). Beyond a Hostage Lunch Pilot and New Shop Opening Doors to...
Resources

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 in order to 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 parents when they go beyond simply providing parenting information. There are greater benefits to parents and children when programs offer parenting experiences that are positive and joyful and that give parents opportunities to practice with feedback. 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

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  - Discipline (providing limits, teaching self-control, handling challenging child behaviors)
  - Teaching (conveying information or skills)
  - Language (conversations)
  - Supervision (match/misfit)
- 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 primary audience
- Includes an opportunity for parents to practice skills
- Able to be implemented in early childhood settings or community-based organizations
- Research-based

Evidence-Based:
- Includes everything in the Research-Based category plus:
  - More than one strong, quasi-experimental or randomized assignment study (or set of studies) that influences or classic changes in desired parenting child outcomes.
Updates and Next Steps
Questions
Adjourn
Contact NCPFCE

pfce@ecetta.info

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

Call us: 855.208.0909