

**Compendium of Parenting Interventions**



NATIONAL CENTER ON  
Parent, Family and Community Engagement

## An Introduction to the Compendium of Parenting Interventions

Webinar  
December 8, 2015  
3:00-4:00 pm ET

Let's Talk Parenting Chat Room  
4:00-4:15 pm ET



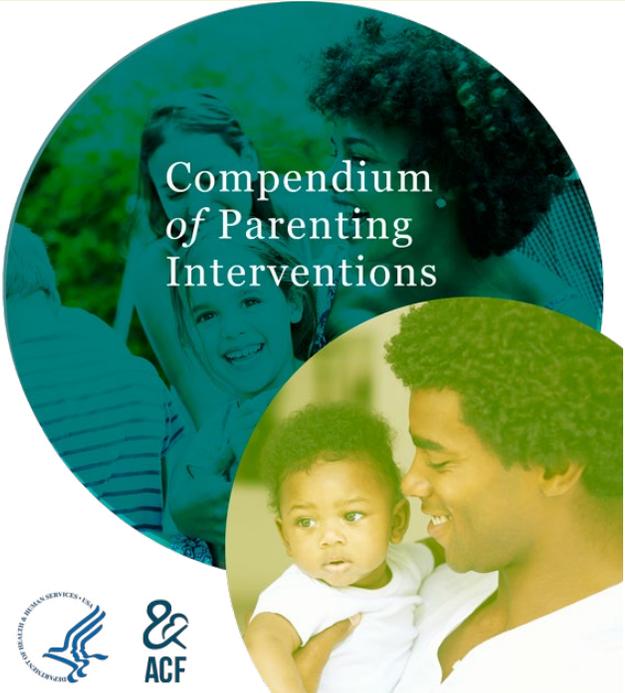
## About the Compendium of Parenting Interventions



Linda Smith,  
Deputy  
Assistant  
Secretary  
Administration  
for Children  
and Families

- The development of the Compendium of Parenting Interventions is just part of a much larger agenda of the Administration for Children and Families' strategy to address parenting, to determine what the national policy should be on parents, and what we should be doing for parents in their role.
- The Compendium is the first step in providing some guidance for childcare, Early Head Start, Head Start and Pre-K providers that can help them select evidence-based parenting interventions that work for the families that they serve.
- The Administration for Children and

- Families has had an interagency working group focused on the issue of parenting and parenting interventions for quite some time.
- We hope that when you complete this webinar, you will see that the Compendium is going to provide you with support and the information that programs have been seeking for quite some time.
- Thank you to Kiersten Beigel at the Office of Head Start and Shantel Meek at the Administration for Children and Families, who have been the guiding force behind this effort.



**Compendium  
of Parenting  
Interventions**

**Today's Speakers**



**Administration for Children and Families**  
Linda Smith, Deputy Assistant Secretary

**National Center on Parent, Family, and  
Community Engagement**  
Joshua Sparrow, MD and Catherine Ayoub,  
RN, EdD  
Co-Principal Investigators



## Why Parenting Interventions Matter

- Positive parent-child relationships set the stage for children's success in school and in life.
- By enhancing parents' capacity to provide sensitive and responsive care that children need for learning and optimal development, positive child outcomes can be achieved.
- Parents are our most important partners for supporting the development and well-being of young children.

## Today's Agenda

- Compendium of Parenting Interventions: Overview
- How We Decided Which Interventions to Include
- Limitations of Evidence and Challenges in Research
- Choosing Parenting Interventions for Your Program
- What Information Does the Compendium Provide
- Fidelity and Adaptation

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## Definition of Parenting Intervention

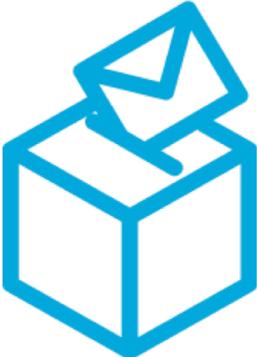
**A structured set of activities for children's primary adult caregivers that**

- influence parenting behaviors and
- achieve positive outcomes for children.

**Parenting behaviors include:**

- Nurturing (warmth, responsiveness, and sensitivity)
- Discipline (handling challenging child behaviors, providing limits, teaching self-control)
- Teaching (conveying information or skills)
- Language (conversations),
- Monitoring (watchfulness)
- Management (scheduling, routines)

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**Poll**

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## Purpose of the Compendium

Provide information to make informed judgments about evidence-based parenting interventions to use to improve child outcomes.

Assist in choosing parenting interventions that align with:

- Data about strengths, needs, and goals of families in programs, communities, states
- Program, community, network, or state mission, goals, resources and capacities
- Head Start Program Performance Standards and QRIS
- Head Start and State early learning guidelines

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## Intended Audience

- Early care and education staff and directors
- School principals
- Educators and leaders of programs, schools, communities, and state initiatives
- Parents
- Other stakeholders in the well-being of young children and their families



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## Inclusion Criteria (Selected)

- At least one published peer-reviewed study showing child outcomes in one or more of the following areas:
  - Social-emotional development
  - Approaches to learning
  - Cognitive development
  - Language and literacy
  - Parent-child interactions and relationships
- Broad focus on child development and learning that has potential relevance to all parents and other primary adult caregivers
- Designed to engage families with children prenatally through 8 years of age
- Enough information currently available to implement intervention
- Potential to be replicated

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## Inclusion Criteria (Selected)

- Therapeutic or medical model
- Delivered exclusively by licensed clinicians
- Specifically for groups of parents who face a particular individual, family, or environmental challenge or whose children face a particular challenge.

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## Limitations of Evidence & Challenges in Research

- Limited number of evidence-based parenting interventions for use in early care and education settings
- Even fewer designed or adapted for specific cultural and ethnic groups

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## Choosing a Parenting Intervention

Consider the following:

- Data about the parents in your program, community, and state
- Evidence about parenting interventions
- Capacity to sustain the intervention

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## Information Provided in the Compendium

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- At-A-Glance Table
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## At-A-Glance Table

Intervention and Description	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 TOODLER			
<b>1-2-3 Magic</b> A group-based behavioral intervention combining psycho-educational information, problem-solving, and parent-child with behavior modification strategies.	<b>1-2-3 Magic</b> A group-based behavioral intervention combining psycho-educational information, appropriate expectations, child behavior problems, and parent-child interactions with behavior modification strategies.						✓	✓	Infant, Toddler, Pre-K	1 day	Mental health professionals, teachers, or any individual trained to work with parents	\$
<b>Abriendo Puertas/Opening Doors</b> A group-based parent-led 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.								Infant, Toddler, Pre-K	5 Days	No education requirements; leaders need training certification	\$\$\$\$\$
<b>Adults and Children Together-Raising Safe Kids (ACT-RSK)</b> A group-based intervention with children from birth to 2 years old, which aims to help parents provide safe environments for their 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 2 years old, which aims to help parents and caregivers provide safe environments for their children without violence.	✓					✓	✓	Infant, Toddler, Pre-K	2 Days	Minimum qualification is associate degree; bachelor's degree preferred	\$ Training

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

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# Profiles

## LEGACY FOR CHILDREN™

**Intervention Overview**

The Legacy for Children™ is a group-based, parent-focused public 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

**Developer:**  
Centers for Disease Control

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

**Contact:**  
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**Training Contact:**  
Lara Robinson

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### ARRIENDO PUERTAS/ OPENING DOORS

ADULTS AND CHILDREN ENHANCED LEARNING EARLY LIFE

CHICAGO PARENT PROGRAM

THE CHILDS OF BOSTON

EFFECTIVE BLACK PARENTING PROGRAM

INCREDIBLE YEARS™ PRESCHOOL BASIC PROGRAM

### LEGACY FOR CHILDREN™

100 NEGRO HIGH EDUCATORS

NURTURING PARENTING PROGRAM

PARENTS AS TEACHERS

POSITIVE INDIAN PARENTING

### STRENGTHENING FAMILIES PROGRAM

INTERACTIVE TRAINING FOR PARENTS OF PRESCHOOLERS

TRIPLE P™ POSITIVE PARENTING PROGRAM LEVEL 2

TRIPLE P™ POSITIVE PARENTING PROGRAM LEVEL 1

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## Glossary of Terms

### Glossary of Terms

<b>Intervention fidelity</b>	Extent to which the intervention is delivered as intended based on the essential functions (core components) of the intervention. For example, for a parenting intervention for mothers of infants, fidelity would in part involve using the intervention for the age group that was recommended by the developer. Fidelity focuses on ensuring that the intervention as delivered in practice and the intervention as described by its developer match.
<b>Implementation fidelity</b>	Refers to the supports or drivers necessary to ensure that an intervention is implemented as it was intended by the intervention developer.
<b>Initial implementation</b>	The period during which the new intervention is being used for the

interviews, focus groups, observations, and document reviews.

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## References: General & Intervention Specific

### General References

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Masten, A., & Garmezy, N. (1985). *Resilience, vulnerability, and protective factors in the development of psychopathology*. In B. Lahey & R. Kandel (Eds.), *Handbook of psychopathology* (2nd ed., pp. 1-52). New York: Plenum.

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Nelson, J. (1994). *Validity laboratories, behavior and information technology*. 17(1-2), 3-8.

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### 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., Seligman, M. E. P., & 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, and New Shoes: Opening Doors to*

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## Fidelity and Adaptation

- An intervention that is implemented with **fidelity** is delivered in the same way its developer intended.
- Before attempting any modifications or adaptations, it is important to **always confer with the developer**.

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## Fidelity and Adaptation

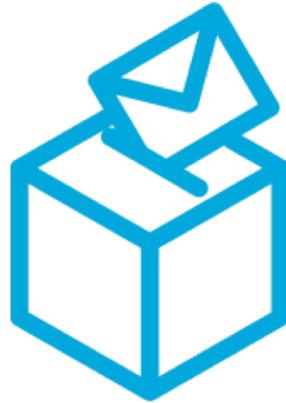
### Why an Intervention Might Need Modifications or Minor Changes

- To arrive at the best possible fit for the agency that delivers it, and the community and state in which it is implemented
- To address concrete logistical and resource realities of agencies and families

### Why an Intervention Might Need Adaptations

- Intervention developed for center-based child care adapted for families who use home-based child care
- To be acceptable to, respectful of, and useful for a particular cultural group

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## Poll

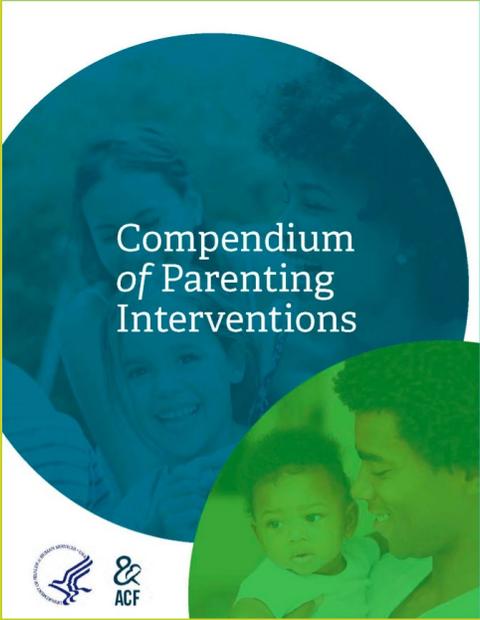
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## Companion to the Compendium

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



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The image shows the cover of the book 'Compendium of Parenting Interventions'. It features a circular graphic with a blue and green gradient. The top half is blue and shows a woman smiling. The bottom half is green and shows a man and a young child. The title 'Compendium of Parenting Interventions' is written in white text across the middle. At the bottom left of the cover are the logos for the Department of Health and Human Services and the Administration for Children and Families (ACF).

**Thank you for joining us!**

**For more information contact:  
PFCEwebinars@ECETTA.info**

Reminder:  
If you would like to continue the conversation about parenting interventions, please join the Let's Talk Parenting Chat room now.

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