

# D&E Center Early Child Parent Consultation Program 2010-2011

## The Annual Outcome Report

### 1. Summary of Program:

*Four twelve-week Parent Groups were conducted during the period July 1, 2010- June 30, 2011. These Parent Groups were based on the evidence-based Incredible Years program and were conducted as follows:*

**Summer, 2010:** August 31, 2010- November 16, 2010

**Fall, 2010:** November 13, 2010-March 11, 2011

**Winter, 2011:** February 3, 2011- April 21, 2011

**Spring, 2011:** April 8, 2011- June 24, 2011

### 2. Program Description, Goals, Activities, and Timeline

*The format of these groups included videotape modeling and examples of effective/ineffective parenting styles, presentation/lecture, group discussion and role-play, and homework assignments to aid parents in practicing effective strategies at home. The main curriculum topics were: child-directed play, social, emotional, and persistence coaching, effective praise, tangible rewards, limit-setting and effective discipline interventions. An important activity within the Parent Groups was fostering the development of parental support systems, and knowledge of whom to call during challenging parental experiences.*

*Two goals were identified during this grant period. First, parents who completed the Parent Group Series would increase their knowledge of parent management strategies, and second, parents would demonstrate improved skills in utilizing management strategies. Based on the data collected from parents in each of the four Parent Group Series, results indicated that parents did increase their knowledge of parent management strategies, especially in the areas of teaching consequences prior to child-misbehavior, ignoring, praising, and asking for support when needing help. The use of ignoring annoying and mildly disruptive behavior was remarkably improved. Parents also demonstrated improved skills in reducing ineffective parenting strategies, as measured by the O'Leary Parenting Scale (pre and post). See Evaluation section below for greater detail.*

*Both goals as outlined above were met during fy2011. Parents increased their knowledge and increased their skills in parent management strategies/interventions.*

### **3. Program Participation:**

*45 parents participated in the four Parent Groups Series offered.  
42 families were served.*

*A Parent Advisory Committee was created in the summer, 2010. Six parents agreed to participate, and represent four mothers, one grandmother and one father. These parents met with the Early Childhood Coordinator and provided feedback regarding content, location, time of meetings and satisfaction. When several parents could not meet, the Early Childhood Coordinator visited Parent Groups to solicit feedback and recommendations. Some parents requested fewer sessions, other requested day-time classes. Many parents expressed concern regarding the number of data pieces collected. In all, the content of the course was rated positively.*

*At the conclusion of each Parent Group session, parents are surveyed for feedback regarding that particular session. In addition, satisfaction surveys are administered at the conclusion of each twelve-week series. Parents are encouraged and surveyed to provide input and suggestions regarding their needs. The Parent Group Facilitator and the Early Childhood Coordinator are present at numerous community meetings and often field questions regarding upcoming groups, and barriers and special needs of families. The Early Childhood Coordinator surveys parents two times during each twelve-week course for their input on needs, concerns and recommendations.*

### **4. Evaluation:**

According to PFS post results, 65% of parents surveyed reported improved family functioning and 53% reported increased emotional supports. Nurturing and Attachment improved by 42%, while Concrete Supports increased by 49%.

All areas of "Knowledge of Parenting" were improved with the most improvement in the category "I know how to help my child learn" at 47%.

*Please see attached PFS data for more information*

*All parents who finished the Parent Groups series completed the O'Leary Parenting Scale (pre and post assessment), a 23-item Parent Survey (pre and post) and an 8-question Parent Satisfaction Survey. In addition, parents who had completed the Parent Group Series in fy2010-2011 were contacted and asked to complete a follow-up O'Leary Parenting Scale.*

*During fy2011, participants completed the thirty-question O'Leary Parenting Scale as a pre and post measure of parenting discipline technique. The O'Leary Parenting Scale measures parent laxness, overreactivity and verbosity, all factors which may contribute to risk of child-abuse. Results from the pre and post administration of this scale indicated that after the twelve-week Parenting Groups, parents were less lax in their response to child-rearing challenges, overreacted less often and became less verbose when using discipline with their children. These results indicate that parents are becoming more proficient in decreasing less effective parenting strategies. Follow up data collected from parents who previously attended Parent Groups indicate that gains made are maintained over time. Please see Attachment A.*

*In addition, a twenty-three item Parent Survey was administered to each parent at the onset and at the conclusion of each Parent Group Series (See Attachment B). Several key factors were examined with this pre-post survey. Each of the twenty-three items were examined for changes in pre and post scores with the four groups as an aggregate. This year the data were analyzed differently from previous years. On the 23-item questionnaire, the most desirable responses are "very often" and "often." Therefore the data reported are percentages of participant responses which fell in these two categories on both the pre- and post-tests. Most questions saw improvement, some significant, as parents reports gains in technique and relationship. See Attachment B.*

*Finally, participants completed an eight-item Parent Satisfaction Survey at the conclusion of their groups (See Attachment C). This survey evaluated parental perceptions regarding improvements in their parenting style, in their relationship with their children, and in their willingness to use the techniques learned in the program. Again, results were very encouraging. All items indicated satisfaction with the Series. All parents indicated that they would recommend the Parent Group Series to others. Communication, relationship, and parenting skill enhancement were rated positively.*

*In addition to the Upstream Parent Satisfaction Survey, the Incredible Years Parent Satisfaction Survey was also administered to all parents who completed the Parent Group Series. Parents continue to report that the course has been helpful in improving parent satisfaction, communication with their children and that the lessons are helpful on a daily basis.*

## **5. Success stories:**

A public preschool teacher, who knew of our program from other parents' attendance, referred a couple whose four year old son was becoming aggressive at school and home. The parents, through earning and instituting the curriculum at home, began to see immediate results. One area of concern had been the child's not listening at stores, specifically to mom. Safety concerns arose as he began to run in parking lots. Both parents began to set limits, implement reward systems, and consequences. They found that compliance from

their son came quickly due to their follow through. Globally, they reported increased marital satisfaction as they worked as a team who obtained results.

### **Attachment A**

The **O'Leary Parenting Scale** is a thirty- item scale measuring parental laxness, overreactivity and verbosity. Each item receives a 1-7 score, where 7 is the "ineffective" score and 1 is the most effective style of parenting.

#### **Summer, FY2011**

	<b>Pre O'Leary Scores</b>	<b>Post O'Leary Scores</b>
<b>Laxness</b>	2.73	2.25
<b>Overreactivity</b>	2.93	2.63
<b>Verbosity</b>	3.89	3.50

#### **Fall, FY2011**

	<b>Pre O'Leary Scores</b>	<b>Post O'Leary Scores</b>
<b>Laxness</b>	3.73	2.95
<b>Overreactivity</b>	3.15	3.45
<b>Verbosity</b>	4.64	4.14

#### **Winter, FY2011**

	<b>Pre O'Leary Scores</b>	<b>Post O'Leary Scores</b>
<b>Laxness</b>	2.68	2.01
<b>Overreactivity</b>	2.94	2.20
<b>Verbosity</b>	4.16	2.52

#### **Spring, FY2011**

	<b>Pre O'Leary Scores</b>	<b>Post O'Leary Scores</b>
<b>Laxness</b>	3.11	2.64
<b>Overreactivity</b>	3.06	2.36
<b>Verbosity</b>	4.24	3.87

#### **Follow-Up O'Leary Parenting Scale Data from select FY2010-11 Participants**

<b>Follow-Up</b>	<b>Laxness</b>	<b>Over Reactivity</b>	<b>Verbosity</b>
	3.23	2.92	3.87

## Attachment B

### Parent Survey

Please take a moment to complete this survey. Your HONESTY is important- neither you nor your parenting skills are being judged. Your responses will be used to evaluate the information presented in the Parent Training. Thank you.

At this time:

**PERCENTAGE OF PARENTS WHO ANSWERED “VERY OFTEN OR OFTEN”**

	<b>Pre-Test %</b>	<b>Post Test %</b>
1. My child knows and understands the household rules.	60	57
2. My child usually complies with the requests of adults made within two commands	39	57*
3. I think out the consequences for negative behavior before my child misbehaves.	36	57*
4. I teach my child the consequences for non-compliance before the misbehavior occurs.	45	71*
5. My child’s behavior improves after the Consequence/discipline is imposed.	49	52*
6. My child’s behavior improves when I use time-out as the consequence/discipline.	36	55*
7. My child’s behavior improves when I ignore his/her annoying behaviors (whining, temper tantrums, etc)	16	75*
8. I use rewards consistently.	41	69*
9. When I make a rule or impose a consequence, I enforce it.	57	71*
10. I spend more time praising “good” behavior than punishing “bad” behavior.	43	67*
11. My child and I play together everyday.	62	63*
12. My child accepts when it is time for active play/activity and when it is time for quiet play/activity.	36	47*
13. My child complies with the bedtime routine that I have established.	57	51
14. I know what to expect of my child’s behavior during the preschool years.	36	76*
15. I think that I am a good parent.	50	82*
16. I find my child easier to parent than other children I know.	50	51*
17. Discipline strategies work with my child.	39	61*
18. I believe my child behaves as well as other children.	42	51*
19. I parent well under times of stress	43	52*
20. I know <b>when</b> to ask for help in managing my child (ren).	57	51
21. I know <b>who</b> to call when I’m having a bad day with my child(ren)	57	60*
22. I remain calm when angry or frustrated with my child.	48	68*
23. I know what to do when my child won’t stop crying.	67	66

**\* Items which indicate an improved score**

**Attachment C**

**Upstream Parent Satisfaction Questionnaire  
Aggregate Data, FY 2011**

<b>Statement</b>	<b>Mean</b>
I have improved in my ability to communicate with my children	<b>4.4</b>
The program helped me improve my relationship with my children	<b>4.7</b>
The program provided me with new ideas to improve my parenting skills	<b>4.8</b>
I will be able to use the techniques I learned in this training	<b>4.3</b>
The program helped increase my understanding of my children	<b>4.7</b>
The training improved my ability to effectively handle childrearing challenges that I face	<b>4.4</b>
Through the training I have improved my understanding of the importance of support as I face difficulties in childrearing	<b>4.5</b>
I would recommend his program to others	<b>4.5</b>

**5= strongly agree**  
**4= agree**  
**3=neither agree or disagree**  
**2= disagree**  
**1= strongly disagree**