ParentCorps: Helping Children Succeed

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Developmental Cascade Model

- Adversity
- Child Dysregulation
- Early Parenting Problems
- Early Behavior and Learning Problems
- Early Peer/School Problems

Delinquency
Substance Abuse
Health Problems
Highschool Dropout
Academic Underachievement
Mental Health Problems
Interpersonal Problems
Preventive intervention is conceptualized as a "constructed resilience resource"

- It is specifically designed to develop and support processes that promote resilience.
- If effective parenting is considered a resilience resource that protects children from stressors related to living in poor, urban communities, then a program to improve parenting should reduce negative child outcomes, particularly for those who experience more stressors.

Processes that Promote Resilience: Family, School, and Community

- Care and support
- Structure and clear rules
- Discipline, consequences, and accountability
- High expectations for children
- Children as valued participants
Sense of Purpose

• Goal-directedness
• Success orientation
• Achievement motivation
• Optimism
• Hopefulness
• A sense of anticipation
Timing is critical – small, early changes “cascade” to create large impact.

- Delinquency
- Substance Abuse
- Health Problems
- Highschool Dropout
- Academic Underachievement
- Mental Health Problems
- Interpersonal Problems

Steps:
1. Adversity
2. Child Dysregulation
3. Early Parenting Problems
4. Early Behavior and Learning Problems
5. Early Peer/School Problems
RCT with Children at Familial Risk for Dysregulation and Antisocial Behavior

• Parenting Practices
  • Harsh parenting
  • Responsive parenting
  • Promotion of school readiness
  • Parent involvement in education

• Child Health and Development
  • Stress response (cortisol)
  • Social competence and peer relations
  • Behavior problems and physical aggression
  • Obesity*
  • Blood pressure, sedentary activity, physical activity and nutrition*

*assessed in girls only
Understanding Early Steps of the Developmental Cascade through Experimentation

- **Parent Practices**
  - Sustained intervention effects on responsive parenting, harsh parenting, promotion of school readiness
  - Parenting practices account for nearly 40% of the effect on aggression reduction
  - Responsive parenting and harsh parenting contribute unique effects

- **Stress Response**
  - Immediate effect on cortisol level in anticipation of a social stressor
  - Among less responsive families, intervention effect on aggression largely mediated by cortisol response
ParentCorps Goals:

• Support schools to have high quality family engagement policies and practices, with successful engagement of families of children at highest risk for underachievement.
• Motivate and equip parents to successfully implement positive practices at home and communicate with teachers so that they can be effective partners in their children’s learning.
• Improve teacher effectiveness and classroom quality.
• Provide all children with the foundation of skills necessary to succeed.

ParentCorps Strategies:

• ParentCorps after-school groups for Pre-K students and their families
• ParentCorps professional development and consultation for schools on promoting early childhood development and supporting parents as partners
## PARENTCORPS FAMILY GROUP SESSION TOPICS

<table>
<thead>
<tr>
<th>PARENT GROUP</th>
<th>CHILD GROUP</th>
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</thead>
<tbody>
<tr>
<td>1 Introduction to ParentCorps</td>
<td>Introduction to ParentCorps</td>
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<tr>
<td>2 Setting Goals</td>
<td>Making Friends &amp; Sharing</td>
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<tr>
<td>3 Routines and Responsibilities</td>
<td>Attending &amp; Following Directions</td>
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<td>4 Enjoying Mealtime Together</td>
<td>Go and Whoa Foods and Activities</td>
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<tr>
<td>5 The Power of Play</td>
<td>Saying Sorry and Excuse Me</td>
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<td>6 Positive Reinforcement</td>
<td>Helping &amp; Asking for Help</td>
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<tr>
<td>7 Sticker Charts</td>
<td>Feelings: Happy and Sad</td>
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<td>8 Ignoring Mild Misbehavior</td>
<td>Feelings: Mad</td>
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<tr>
<td>9 Proactive Strategies</td>
<td>Feelings: Scared</td>
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<tr>
<td>10 Effective Discipline Strategies</td>
<td>Problem Solving</td>
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<tr>
<td>11 Time Out</td>
<td>I am Special</td>
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<tr>
<td>12 Dealing With Feelings</td>
<td>Diversity</td>
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<tr>
<td>13 Taking Care of Yourself</td>
<td>Moving on Up</td>
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<tr>
<td>14 Planning for the Future</td>
<td>Review</td>
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**ParentCorps tool kit for parents**

- Healthful meals served to children and parents
- ParentCorps placemats for healthful eating
- ParentCorps guide for parents
- ParentCorps music CDs for family activities
- ParentCorps "Day in the Life of a Preschooler" DVD for parent groups
Participation in ParentCorps Family Groups

- **65% of families participated**
  - Parenting programs in community settings typically engage fewer than 15% of families

- **44% of families attended ≥ 5 group sessions**

- **40% of highest risk families attended ≥ 5 group sessions**
  - Attendance was < 1 session lower among parents who were single, less educated, very poor or who had larger families.

- Ethnicity, immigrant status and parent and child risk status did NOT predict attendance

- ParentCorps engaged families from diverse backgrounds and with children at varying levels of risk for behavior and academic problems.
Findings from two RCTs of ParentCorps

- **Parenting Practices***
  - Knowledge of evidence-based practices
  - Effective discipline
  - Harsh discipline

- **Parent Involvement in Education**

- **Child Behavior Problems***

- **Child Academic Achievement**
  - Academic performance
  - Academic problems
  - Standardized achievement

- **Child Obesity & Health Behaviors**
  - Body Mass Index
  - Sedentary & Physical Activity

*** replicated effects
PARENTCORPS IMPACT ON EFFECTIVE PARENTING AND PARENT INVOLVEMENT IN EDUCATION

<table>
<thead>
<tr>
<th>Magnitude of Effect (Cohen's d)</th>
<th>Knowledge of Behavior Management</th>
<th>Effective Behavior Management</th>
<th>Harsh &amp; Inconsistent Discipline*</th>
<th>Involvement in Education (teacher report)</th>
<th>Importance of Education* (parent report)</th>
</tr>
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<tbody>
<tr>
<td>0.4</td>
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<td>0.3</td>
<td>0.2</td>
<td>0.4</td>
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* High-risk children and families
PARENTCORPS IMPACT ON DEVELOPMENT AND HEALTH AMONG HIGH-RISK CHILDREN

![Graph showing the magnitude of effect (Cohen's d) for different metrics. The x-axis represents the metrics: Behavior Problems in Kindergarten, Body Mass Index in 2nd grade, and Physical & Sedentary Activity in 2nd grade. The y-axis represents the magnitude of effect, ranging from 0 to 0.6. The graph indicates a higher magnitude of effect for Physical & Sedentary Activity in 2nd grade.]
The graph illustrates the impact of ParentCorps on kindergarten academic achievement across various metrics. The x-axis represents different academic areas: Reading Test Score, Writing Test Score, Math Test Score, Academic Performance, and Academic Problems. The y-axis denotes the Magnitude of Effect (Cohen's d) ranging from 0 to 0.4. The graph shows a significant impact on Reading Test Score, with the Magnitude of Effect reaching approximately 0.4, indicating a strong positive impact. The effect on other areas, such as Writing Test Score and Academic Problems, is also notable but at a lower magnitude compared to Reading Test Score. Math Test Score shows a moderate effect, while Academic Performance exhibits a smaller but still measurable impact.
PARENTCORPS IMPACT ON KINDERGARTEN READING ACHIEVEMENT
BY YEAR OF IMPLEMENTATION

![Bar chart showing the magnitude of effect (Cohen's d) for Year 1, Year 2, Year 3, and Year 4.](chart.png)
INTERVENTION EFFECTS ON TEACHERS AND CLASSROOMS (BLINDED OBSERVATIONS) 
BY YEAR OF IMPLEMENTATION

Magnitude of Effect (Cohen's d)

- Positive Climate
- Negative Climate
- Behavior Management
- Productivity

YEAR 1
YEAR 2
YEAR 3
ParentCorps Theory of Change

PARENTCORPS
- Family Groups
- Professional Development and Consultation

KINDERGARTEN ENTRY
- Increased self-regulation
- Increased social and emotional competencies
- Increased school readiness
- Reduced behavior problems

ELEMENTARY SCHOOL
- Academic Achievement
- Physical Health
- Mental Health
Phases of Program Implementation Research

- Efficacy Trial
- Effectiveness Trial
- Sustainability
- Going-to-Scale
- Sustaining System-Wide
Local Partnerships

NYC Department of Education
Office of Early Childhood Education

Bellevue Hospital Center

Tisch Hospitals Center Community Service

NYU Child Study Center
NYU Langone Medical Center

Center for Early Childhood Health and Development