Power PATH:
Aligned two-generation intervention for Head Start children and families

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Partnership with Head Start in Alabama

- Serve a 8-county area in West AL
- 3 community agencies
- 14 Head Start Centers
- 60 classrooms
- 540 children across 2 cohorts
- 4 time-points: pre-K – 1st Grade
Power PATH: Two-Generation Approach

PATHS Preschool Social Emotional Classroom Curriculum

Coping Power Parent Program (adapted for PATHS Preschool)

Project Implementation Outcome Qualitative

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<table>
<thead>
<tr>
<th>Parent Meeting #</th>
<th>CHILD-led PATHS topic</th>
<th>PARENT mental health topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Creating a positive environment (Caring, rules, compliments, routines)</td>
<td>Building a strong parent support system</td>
</tr>
<tr>
<td>2</td>
<td>Noticing and labeling feelings</td>
<td>Handling the stress of parenting</td>
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<tr>
<td>3</td>
<td>Self-regulation (Turtle technique)</td>
<td>Relaxing your mind and body</td>
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<tr>
<td>4</td>
<td>Sharing, caring and friendship</td>
<td>Interpersonal skills (Assertiveness training)</td>
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<tr>
<td>5</td>
<td>Social problem solving</td>
<td>Interpersonal skills (Handling difficult people and situations)</td>
</tr>
<tr>
<td>6</td>
<td>Uncomfortable feelings</td>
<td>Mood management (CBT model)</td>
</tr>
<tr>
<td>7</td>
<td>Advanced feelings</td>
<td>Mood management (Self-care activities)</td>
</tr>
<tr>
<td>8</td>
<td>School readiness: Preparing for kindergarten</td>
<td>Celebrating the community Maintaining a parent support system</td>
</tr>
</tbody>
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*** Each parent meeting begins and ends with a relaxation practice ***
Project Aims

1. Improving Family Well-being

2. Improving Child School Readiness and Academic Learning

3. Identifying Mediator and Moderators of Intervention Effects
Project and Sample Overview

- 540 Head Start preschoolers (ages 4-5) and parents, 51% male
- 60 classrooms from 14 Head Start centers (urban to rural)
- Randomly-assigned (by center) to: Power PATH vs. HS-as-usual
- Parents:
  - Mean age: 30 (SD = 9), 90% birth mothers, 63% single
  - Annual family income: 73% less than $20,000
  - 50% have full- or part-time employment

CHILD RACE
- Black, 77%
- Hispanic, 5%
- White, 12%
- Multiple, 7%

PARENT EDUCATION
- HS degree, 44%
- Some College/Training, 41%
- No HS degree, 15%
- Multiple, 7%

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Implementation Data:
Uptake of Classroom PATHS

• Well-received by Head Start teachers & administrators.
• All rooms implemented the full PATHS program
  – Fidelity ranged from acceptable to very high
• Teachers said they were very likely to continue use PATHS
Implementation Data:
Uptake of Parent Program

• HS Center Staff co-led with grant staff

• Parent attendance variable, challenging:
  – 44% average attendance (range 8-82%)
  – 77% of parents attended at least 1

• Motivating factors for parents:
  – Sharing and support
  – Self-care
  – Children demonstrating skills learning in PATHS
Preliminary Outcome Data

• 4 timepoints

T1 – Baseline (fall Pre-K)
- Parent Q
- Teacher Q
- Child Cognitive
- C. Physiological

T2 & T3 – Post Intervention (spring Pre-K & Kinder)
- Parent Q
- Teacher Q
- Child Cognitive

T4– Post-Intervention (First Grade)
- Parent Q
- Teacher Q
- Child Cognitive
- C. Physiological

• Analyses are growth curve models with nested data (HLM)
• Also measures of dosage, implementation fidelity, classroom observations to come...
Preliminary Outcome Data

- Child Outcomes (parent and teacher report)
  - Child Behavior Scale (Ladd & Profilet, 1996)
  - Emotion Regulation Checklist (Shields & Cicchetti, 1997)

- Intervention effects over time in HLM (4 timepoints)

- Moderators:
  - Baseline child executive function (Grass/Snow; Carlson & Moses, 2001)
  - Baseline parent depression (BDI; Beck et al., 1996)
EF moderating treatment effects on child Prosocial Behavior (CBS- teacher)
EF moderating treatment effects on child Emotion Regulation (ERC- teacher)
Parent Depression (BDI) moderating child aggression

Project

Implementation

Outcome

Qualitative
Mixed-Methods Qualitative Study

• Sample of high-involvement and low-involvement parents

• Themes
  – Barriers of Attendance
  – Motivators (social support, mental well-being, parenting strategies, child behavior, parent-child communication)
  – Benefits of Program
Motivator

• Life Goals

“I’m from a single parent home and we are low-income...so it makes you want to change and do something different for the kids, so that they can have a different experience in life”
Benefits

• Learning from Parent Group Curriculum (e.g., Parenting Strategies and Managing Parent Stress)

“It really helped out a lot by [the leader] telling us to take time out for ourselves. And it would also help with dealing with our kids better. So that was one of the changes. Taking time for myself.”

Project Implementation Outcome Qualitative

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Conclusions

• Implementation of PowerPATH intervention is feasible.
• Treatment effects of PowerPATH intervention.
• Child treatment effects are moderated by child EF, child cortisol and parent depression.
• Important to continue to build the knowledge-base on aligned two-generation interventions.
• Identifying models that are:
  – Evidence-based, impactful
  – Feasible
  – Sustainable