Power PATH:

Aligned two-generation intervention for Head Start children and families

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ALABAMA®
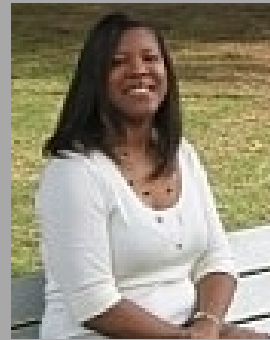
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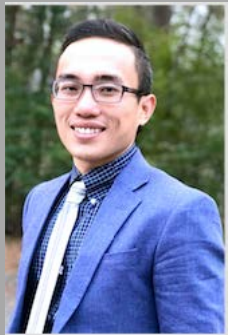Shanta Burrell UA

Dr. Rachel Thibodeau UA/Missouri
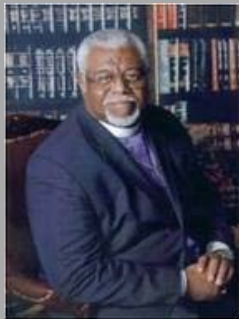
Allie Nancarrow

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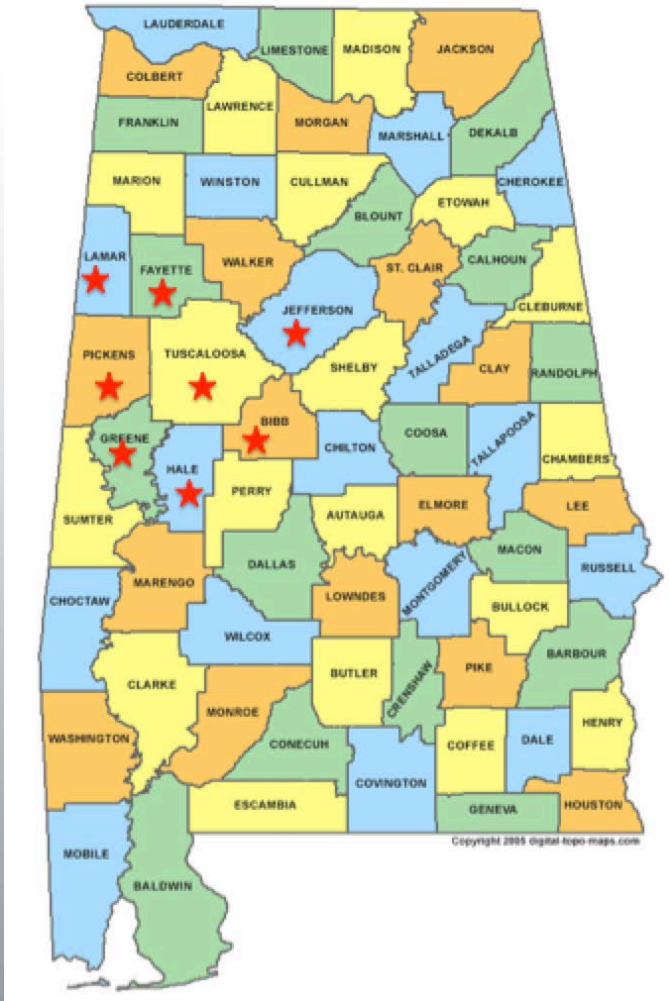
Earnest Palmer Dir. CSPWAL HS

Lois Palecek CSPWAL HS

Carmelita Poindexter Dir. JCCEO HS

Cynthia Simpson & Vanessa Hopkins Pickens County HS

Kohl Dothage

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
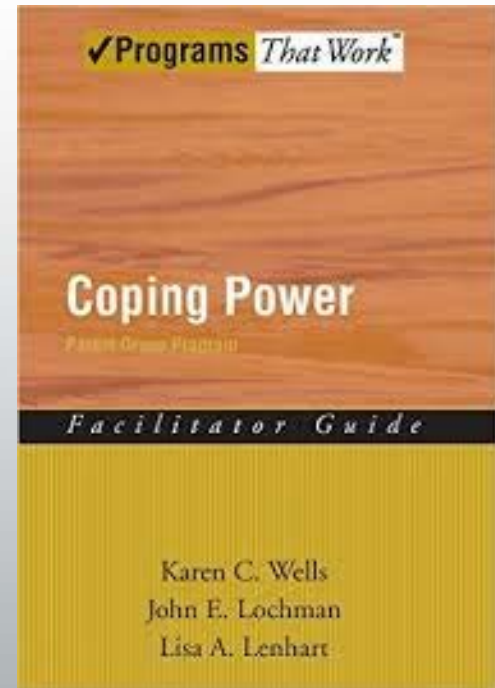- 4 time-points: pre-K – 1st Grade

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Power PATH:
Two-Generation Approach

PATHS Preschool
Social Emotional
Classroom Curriculum

Coping Power
Parent Program
(adapted for PATHS Preschool)

Project   Implementation   Outcome   Qualitative

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

*** *Each parent meeting begins and ends with a relaxation practice* ***

Project   Implementation   Outcome   Qualitative

Project Aims

1. Improving Family Well-being

2. Improving Child School Readiness and Academic Learning

3. Identifying Mediator and Moderators of Intervention Effects

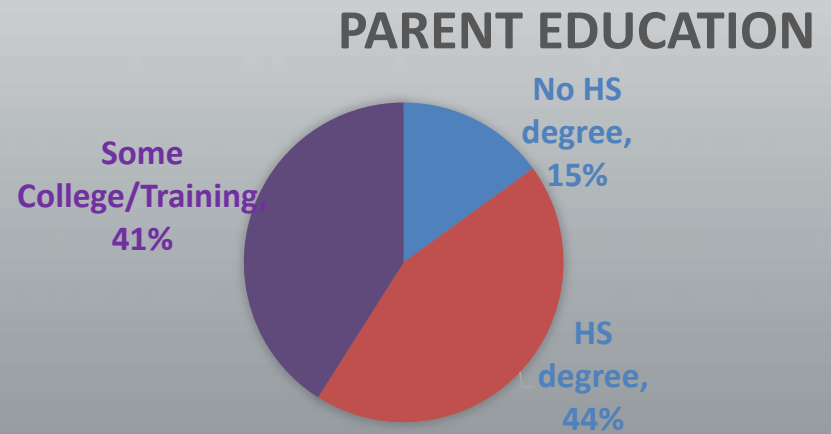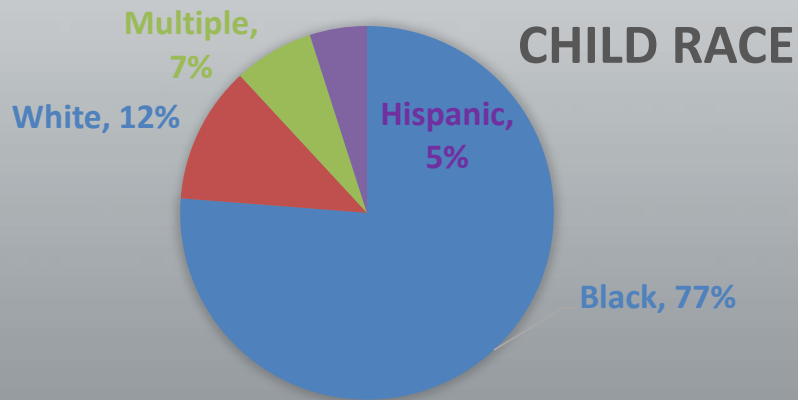THE UNIVERSITY OF ALABAMA®

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

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

PARENT EDUCATION

- No HS degree, 15%
- Some College/Training, 41%
- HS degree, 44%

Project   Implementation   Outcome   Qualitative

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
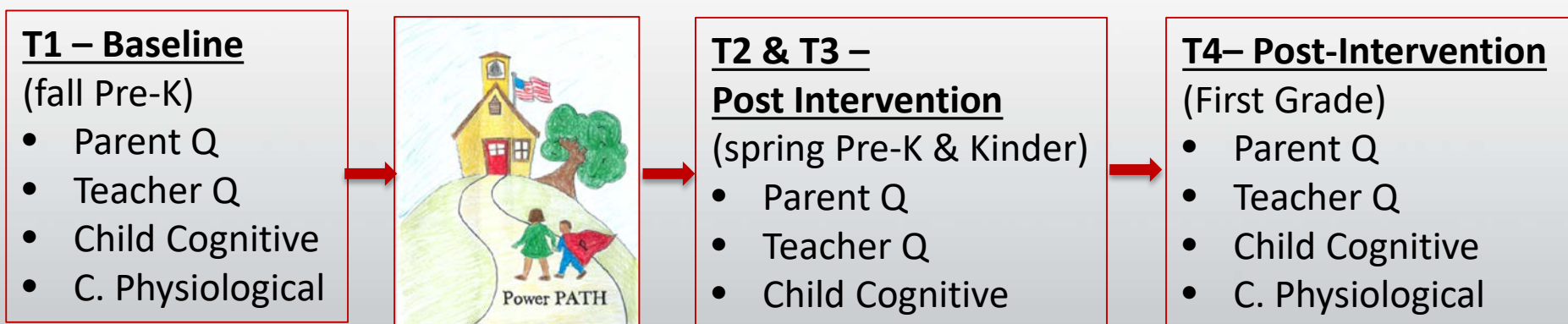 - Children demonstrating skills learning in PATHS

Project   Implementation   Outcome   Qualitative

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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

Power PATH

- ## Analyses are growth curve models with nested data (HLM)

- ## Also measures of dosage, implementation fidelity, classroom observations to come…

Project Implementation Outcome Qualitative

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)
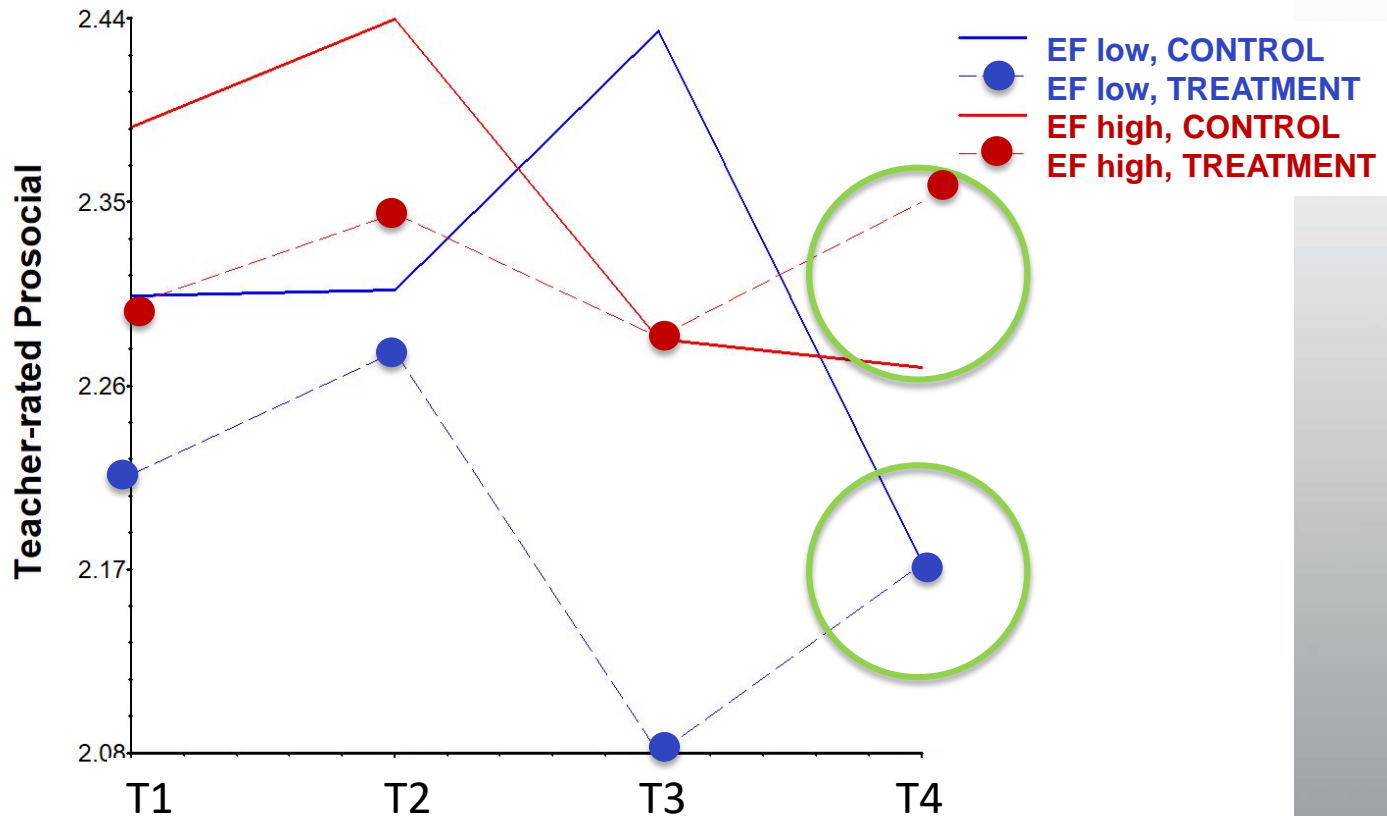 - Baseline parent depression (BDI; Beck et al., 1996)

Project   Implementation   Outcome   Qualitative

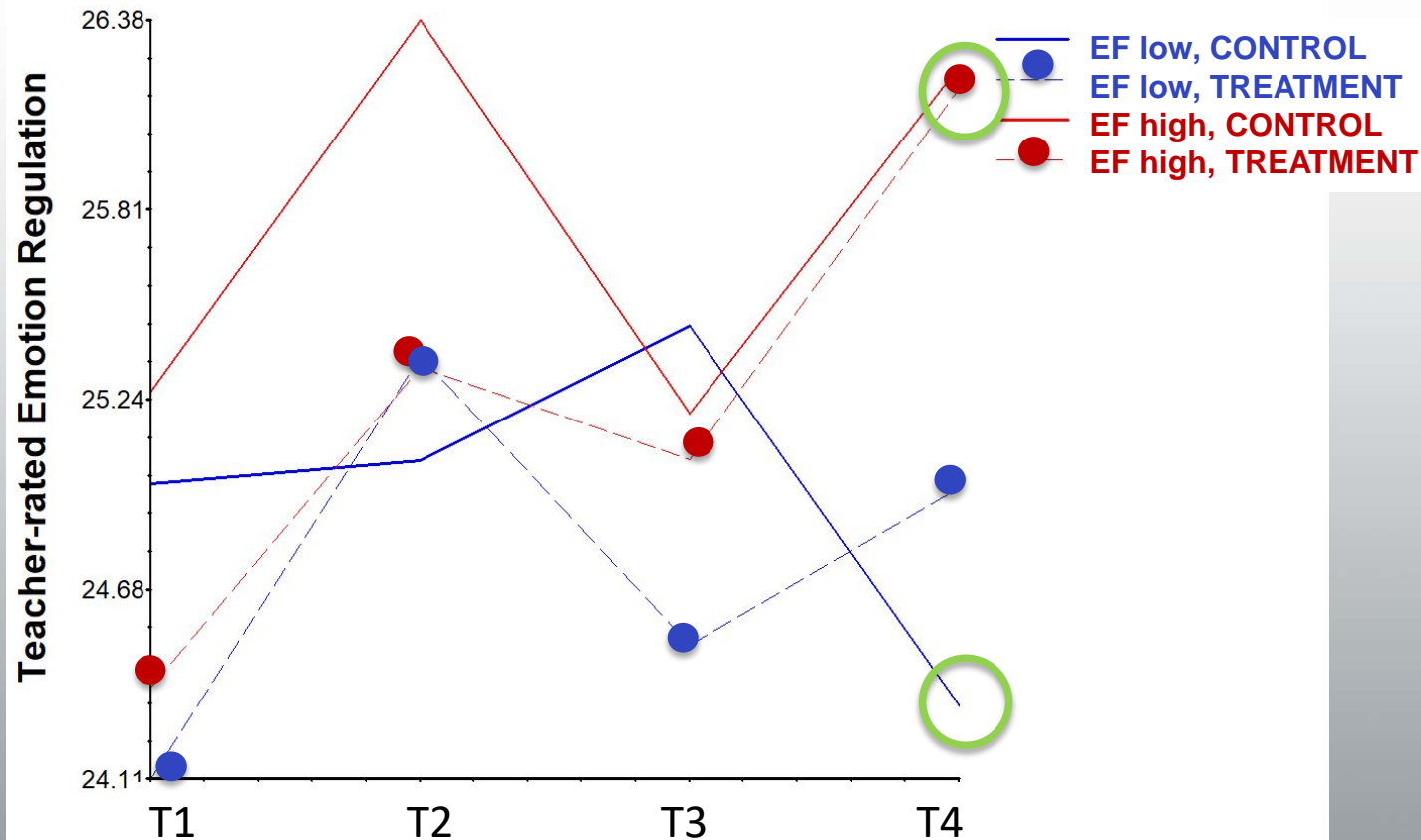# EF moderating treatment effects on child Prosocial Behavior (CBS- teacher)

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EF moderating treatment effects on child Emotion Regulation (ERC- teacher)

Parent Depression (BDI) moderating child aggression
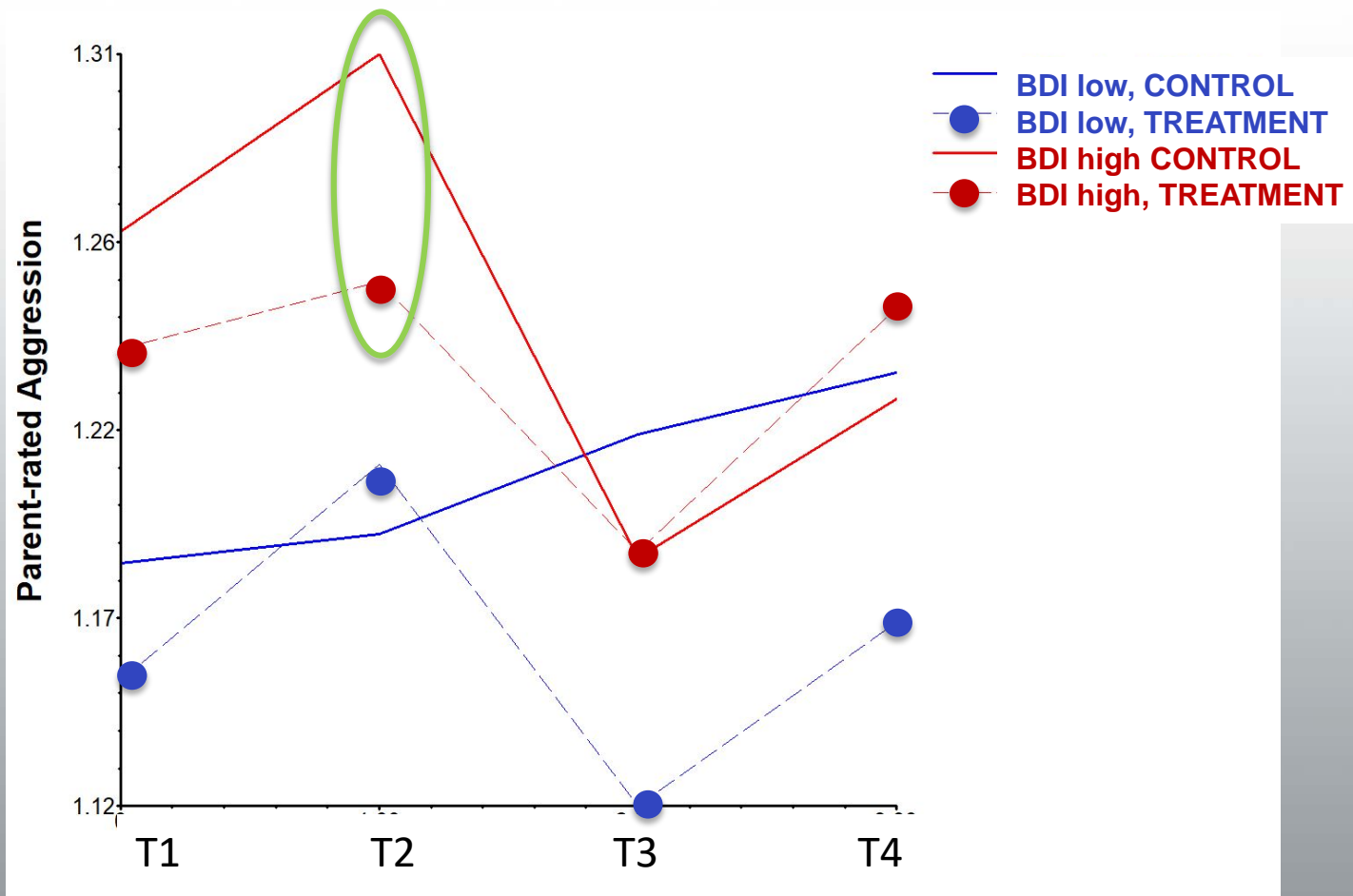
Mixed-Methods Qualitative Study

- 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

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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. "
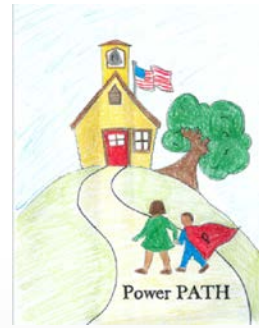
Project   Implementation   Outcome   Qualitative

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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

Project   Implementation   Outcome   Qualitative