

# INTERFACE PARENT ENGAGEMENT

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# OVERVIEW

- Individual efforts to improve parent and child outcomes
- Shared challenges
- A focused solution: foundations and theory
- INTERFACE
- Pilot study



# WILDER FOUNDATION

- SE Asian Americans represent approximately one-third of Wilder clinical cases
- A 2010 study of 172 key stakeholders (mostly Hmong) found **significant gaps in early intervention and prevention services** for the Hmong community
- Recommendation to increase availability of groups and family therapies for Hmong children, youth and families

# INCREDIBLE YEARS

- Evidence-based parenting program
- Focus on strengthening parent-child interactions and attachment, reducing harsh discipline and fostering parents' ability to promote children's social, emotional, and language development.
- Parents also learn how to encourage school readiness skills, as well as social skills and emotional literacy.
- **Incredible Years (IY) had been offered at Wilder since 2004 but only one (1) Hmong family had participated prior to 2011.**

# IY CULTURAL ADAPTATION

- CBPR approach to contextualize content and enhance engagement
- Surveyed Hmong parents regarding parenting challenges and cultural concerns
- Focus group with Hmong American clinicians
- 6-session theater test of IY curriculum with Hmong American parents
- 14-week feasibility study with 2 evaluation sessions
- 16-week pilot study with 2-session engagement booster

# FAMILY ACADEMY



FA is a parenting program loosely based in IY specifically designed for families in North Minneapolis (NAZ) who experience:

- High levels of Poverty
- High levels of crime and violence
- Low levels of parent education
- High incidence of significant achievement gaps in the neighborhood schools

# FAMILY ACADEMY

We used CBPR strategies to develop three courses (12 weeks each) to improve family outcomes including increasing language and literacy experiences for young children, changing parent knowledge, and reducing coercive behavior.

A waitlist control trial of Family Academy College Bound babies indicated a strong impact on parenting knowledge and behaviors ( $d = 1.26$ ).

Further, the course had a significant impact on attendance and retention, of 45 slots for FA courses, 36 families graduated in 2015.

# FAMILY ACADEMY



**Family experiences collectively identified a desire for sources of scientific findings, opportunities to learn more about early developmental windows, and space to share stories about family experiences.**



# SHARED INTERESTS & CHALLENGES

- Cultural adaptation
- Community-based research and partnership
- Parent engagement
- Narratives
- Child development



# WHY DO WE NEED TO ENGAGE PARENTS WHO REPRESENT MINORITY GROUPS OR LIVE IN DISADVANTAGED COMMUNITIES?

- **Culturally diverse families are only retained at 30-41%, as compared to 78% for White families** (Baker et al., 2011).
- **Even when families seek services, between 20-80% prematurely drop out, often having received less than half the intervention** (Ingoldsby, 2010).
- **Research demonstrates families that experience significant risk factors are more likely to experience poor mental, emotional, behavioral and academic health outcomes** (Yoshikawa, Aber & Beardslee, 2012). **Evidence-based parenting interventions can moderate these negative experiences** (Sandler et al., 2010).

# INTERFACE

**Incorporating Narratives To Engage and Retain Families through Affirmation, Connection, and Empowerment**

- **Guiding theoretical frameworks**
  - Narrative Theory, Regulatory Focus, Meaning Making, and Perspective-Taking
- **Fully manualized two-session program**
  - Training manual
  - Research manual

# NARRATIVES

- Family narratives have been shown to create a sense of “family identity” in which the individual has a sense of continuity between the self and the family’s past, present and future (Saltzman, Pynoos, Lester, Layne & Beardslee, 2013).
- INTERFACE leverages parental identity in parenting narratives to examine their past, present and future relative to their parenting behaviors.
  - Past: how I was raised
  - Present: how I am raising my children
  - Future: How I would like my parenting to be/how can I improve?

# REGULATORY FOCUS THEORY

Two paths to success:

**Responsibility-Based** — Focused on your child's safety and security. You tend to expect your child to be responsible, obey rules, and behave properly. You want your child to make the right choices. Want to make sure your child does not make mistakes and avoid risky situations.

- **“You need to have training wheels until you are able to ride on your own. You might fall off I take them off too early.”**

**Opportunity-Based** — Focused on your child's dreams and aspirations. You tend to expect your child to take advantage of opportunities, take risks, and try new things. You want your child to pursue passions. Want to make sure your child does not stay in the comfort zone and miss out on things.

- **“Riding a bike is hard, its okay if you fall off, just try again”**

# INTERFACE- OVERVIEW

- Share past and present parenting stories
- Help parents to make meaning out of these narratives
- Understand parenting motivations
  - Responsibility-based vs. Opportunity-based
- Use of simple heuristics, assessments, and vignettes to motivate parents and teach perspective-taking
  - Motivation assessment
  - MPG and PACE
  - MPG Vignettes
  - Gifts to give
- Present “hooks” to connect parenting narratives to core program’s content



**P**articipate



**A**ffirm



**C**onnect



**E**mpower



**STOP!** What is your **MOTIVATION**? Be responsible or take opportunity?

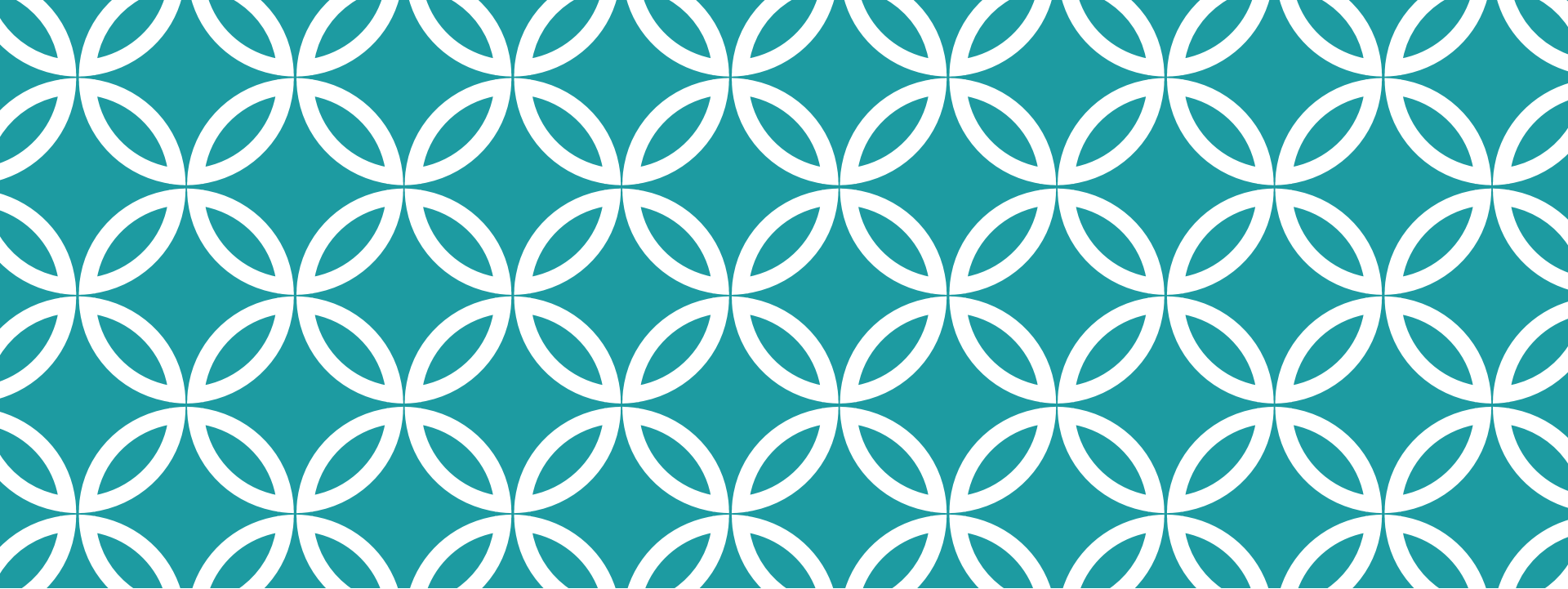
**LOOK AROUND—** What is your child's **PERSPECTIVE**?

**GO—**Develop a **GAME PLAN** to match your child's perspective



**Ages 4-6 vignette:** Samar is 4 years old, headed to daycare at 7:15 am. Samar's mom feels like the morning has been a litany of hurry-ups followed by request, after request, with limited responses from Samar. Samar's mom is very frustrated, and just needs (and wants) Samar to get his shoes on and get in his car seat so they can get to daycare on time, and so that she can get to work on time. The more requests she makes, the less Samar seems to comply and the more he whines about how he "*can't do it*". Last night, Samar went to bed late because his sister had a recital at school, so they didn't get home until after his typical bedtime and today he's noticeably tired. **How might the parents consider MPG in this situation?**

- **Parent Motivation**
- **Child Perspective**
- **Game Plan**



## THE STUDY



# SPECIFIC AIMS

- **To what degree does parent motivation improve as a result of INTERFACE?**
- **To what degree does INTERFACE impact attendance and retention in the program?**

# INITIAL HYPOTHESES

**We hypothesized that using INTERFACE will prime parents for the intervention (parenting group) and thus increase engagement and retention.**

**If families are more engaged and receive more dosage of an effective intervention, child level mental and academic health outcomes will likely also improve.**

# SAMPLE

- 15 in group 1, waitlist group of 9 in group 2 (n=24)
- All female, ages between 22-61, 87% single, 13% married, all spoke English, 95% Black.
- 28% HS Diploma, 42% some education after high school, 20% associates, 8% graduate degree, 2% unknown.
- Mean income was less than \$500 per week for 42%, \$501-700 for 35%, \$701-900 for 18%, >\$900 for 5%

# MEASURES

**INTERFACE content measure:** Assesses parent knowledge on core new strategies (e.g. MPG)

**Parent Motivation measure** (Nock & Photos, 2006): Brief measure of motivation using a Likert Scale. “I am willing to change my current parenting technique and try new ones”

**Family empowerment measure** (Koren et al., 1992): Brief measure of empowerment with response ranging from strongly disagree to strongly agree. “I believe I can solve problems with my child when they happen.”

**Attendance:** weekly attendance

**Session Feedback form:** qualitative measure with open-ended questions for parents to provide feedback.

# PROCEDURES

We partnered with Northside Child Development Center in North Minneapolis

Recruited and trained 4 African American IY facilitators

NCDC family educators recruited families whose children attend center

The 24 consented families received 2 weeks of INTERFACE and 6 weeks of IY.

Parents surveyed before and after INTERFACE and at end of IY program

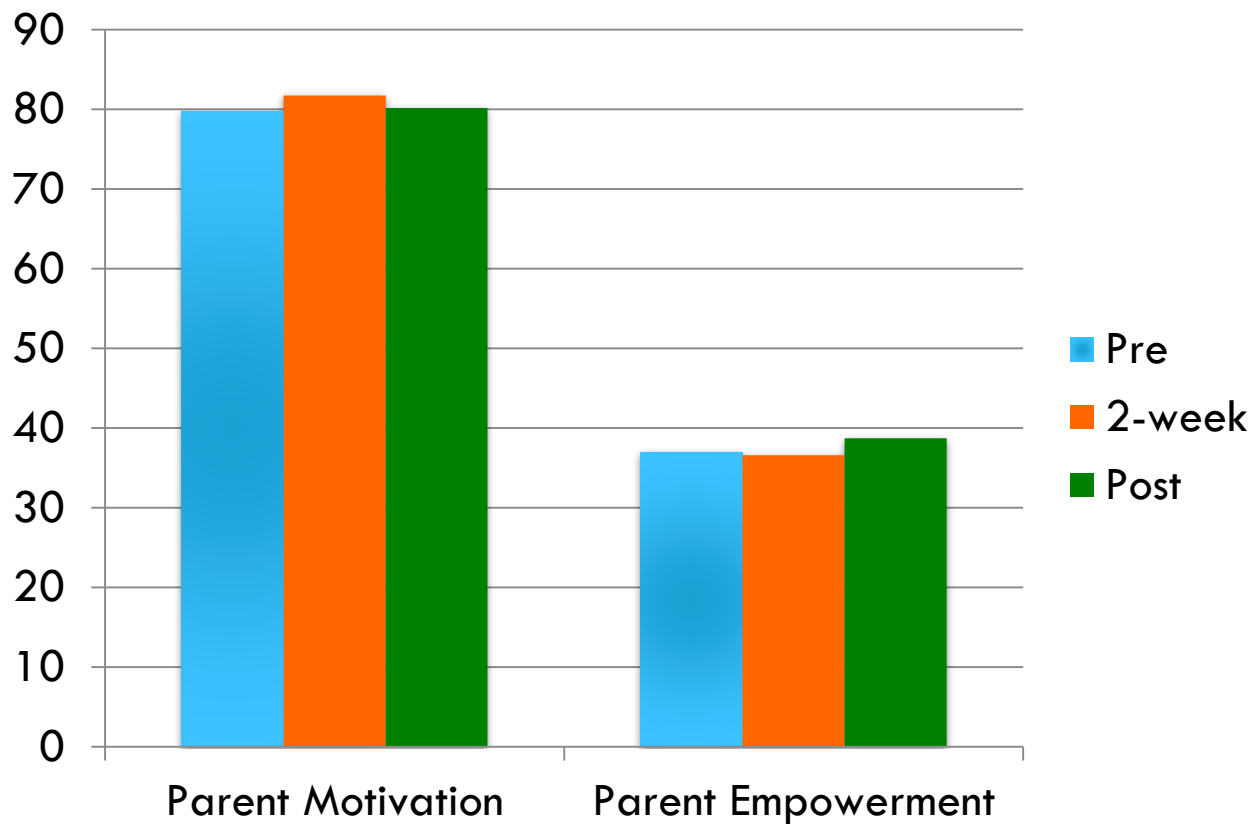
# PRELIMINARY FINDINGS

Over **83%** of the Pilot groups 1 and 2 (n=24) graduated when we set graduation at **attending at least 6 of 8 courses**.

- Nationally reported average graduation rates are between 35-65% and graduation criteria are often attending more than half the classes.

Empowerment and engagement did not improve; instead, they appeared to maintain.





# QUALITATIVE RESULTS

How Useful is the MPG STOPLIGHT (Motivation, Perspective, Game Plan) as a parenting tool?

*“Very useful, now I stop and think before I react to different situations because of it.”*

*“Very useful it help me to not just go in all the time when I feel my kids not listen or doing something they got no business doing. I can sit and think and look at it from their point of view and then come up with a game plane.”*

*“All seems useful but need to try out implementing it.”*

# DISCUSSION & IMPLICATIONS

These results have led us to consider revising our hypothesis. Is it possible that by virtue of self-selecting to sign up for the course families are already feeling empowered and motivated?

In typical parenting courses, it may be the case that this initial motivation and empowerment degrades and decreases over time when they experience a mismatch between what they would like to get from the class and what actually occurs.

Therefore we must consider: is our aim to improve motivation and empowerment, or to maintain high levels of motivation and empowerment? Or are these the wrong proximal outcome measures?

This can be more appropriately tested in a random-controlled trial with an equivalent control group running a BAU parenting group.