

# ParentCorps: Helping Children Succeed

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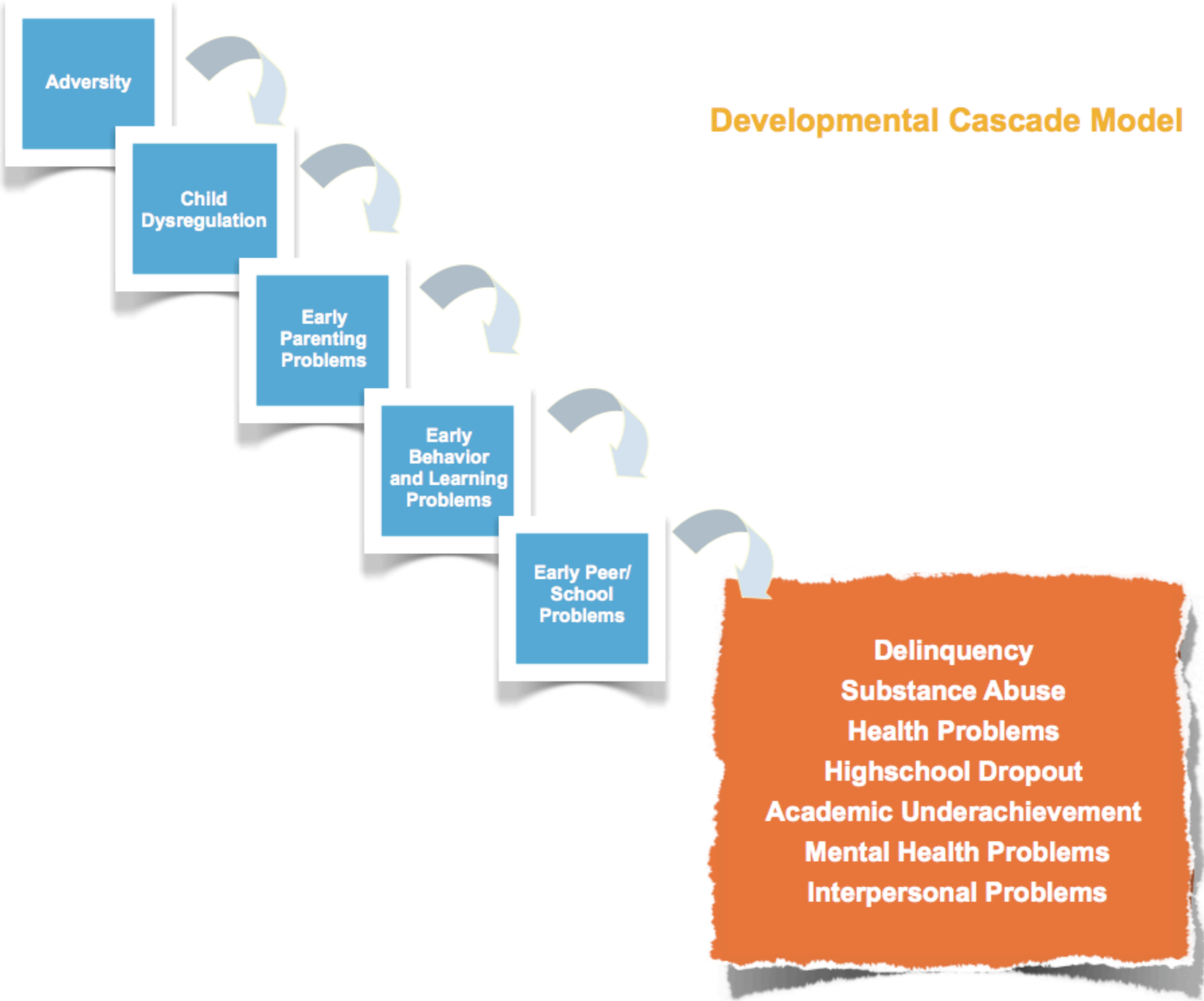


**Child Study Center**

NYU LANGONE MEDICAL CENTER

Center for Early Childhood Health and Development

# Developmental Cascade Model



**Socioeconomic Adversity**

**PREVENTIVE INTERVENTION**

- Community**
- School**
- Family**



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.

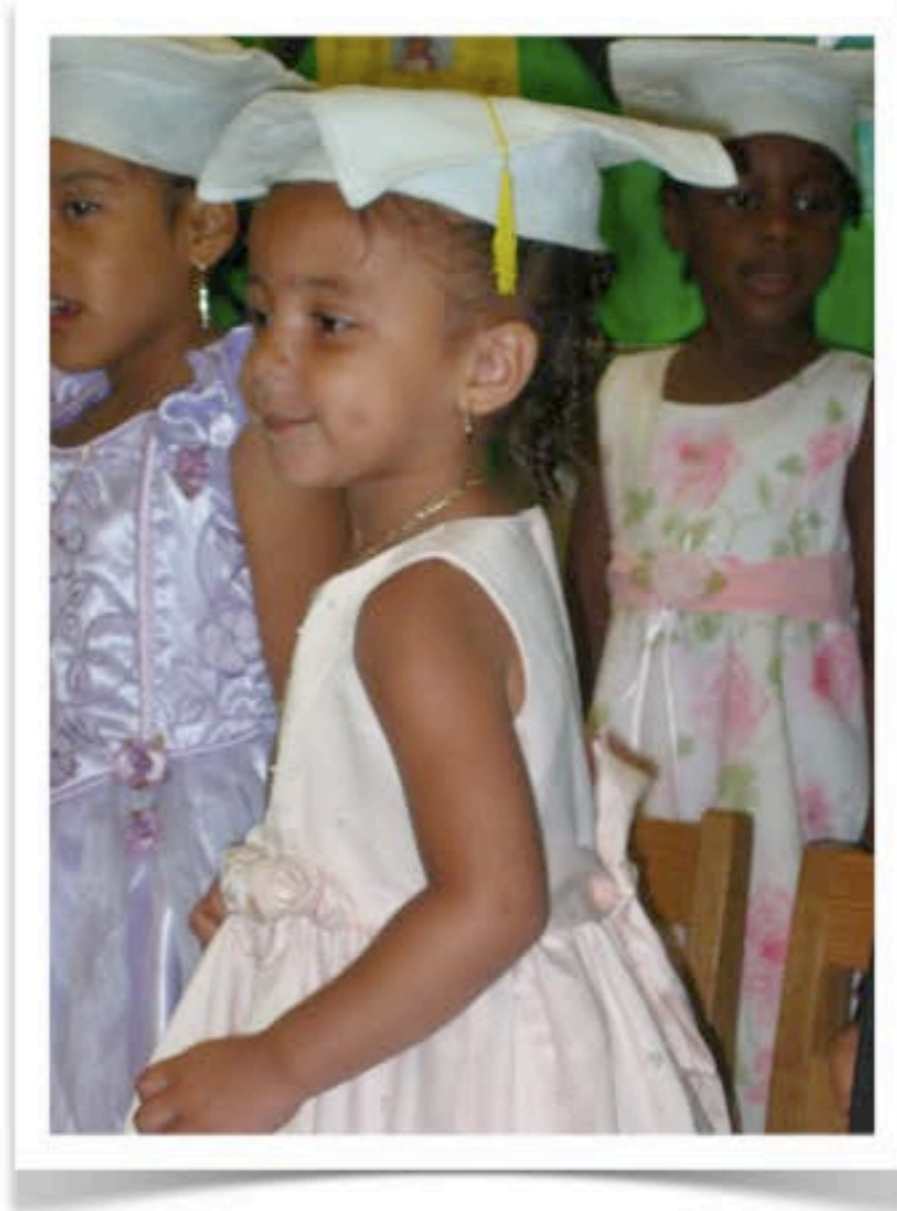
Dawson-McClure, S.R., Sandler, I.N., Wolchik, S.A., & Millsap, R. (2004). Risk as a moderator of the effects of prevention programs for children of divorce: A six-year longitudinal study. *Journal of Abnormal Child Psychology*, 32, 175-190.

# Processes that Promote Resilience: Family, School, and Community

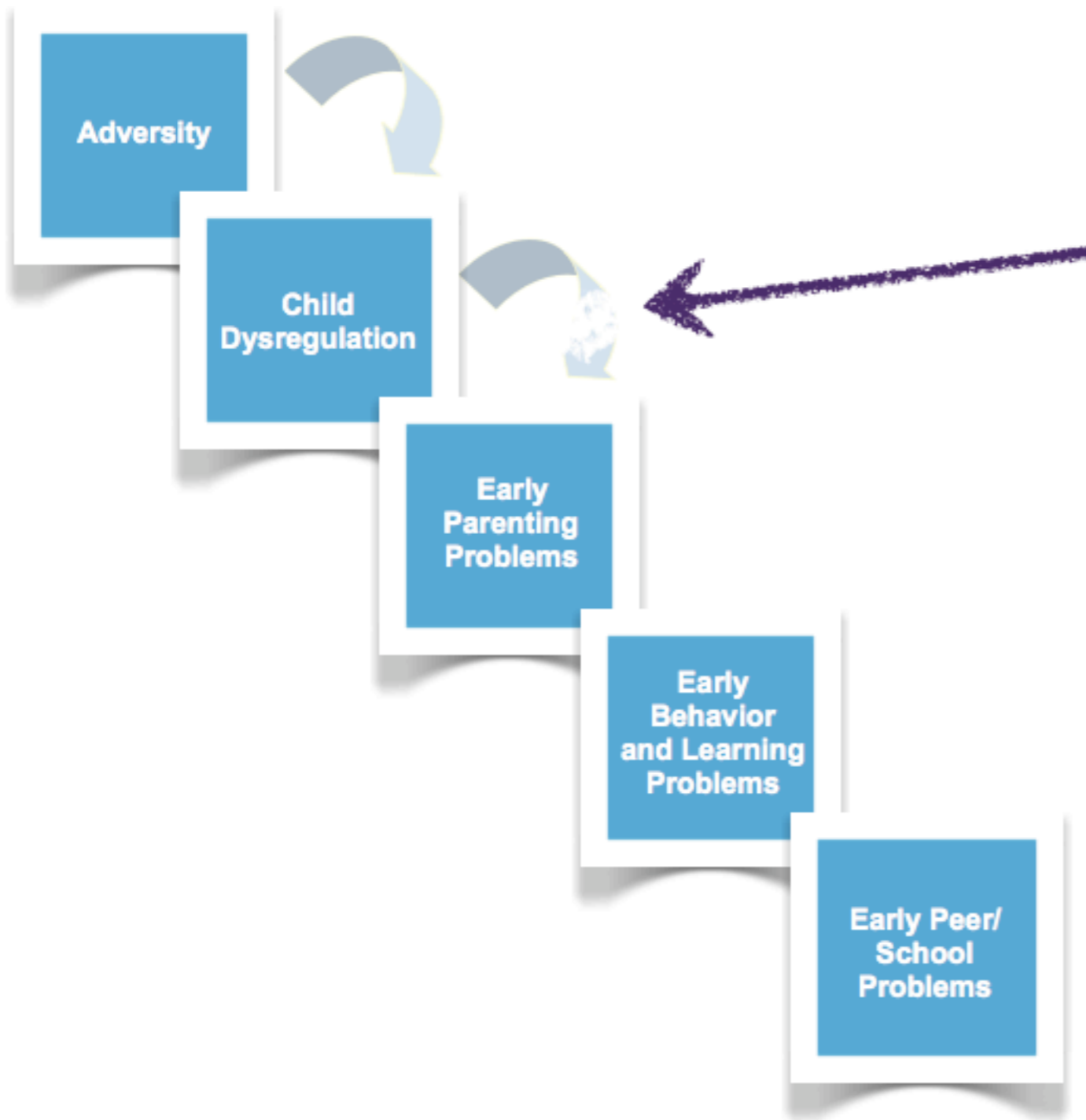
- **Care and support**
- **Structure and clear rules**
- **Discipline, consequences, and accountability**
- **High expectations for children**
- **Children as valued participants**

## 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**

# 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



## 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.

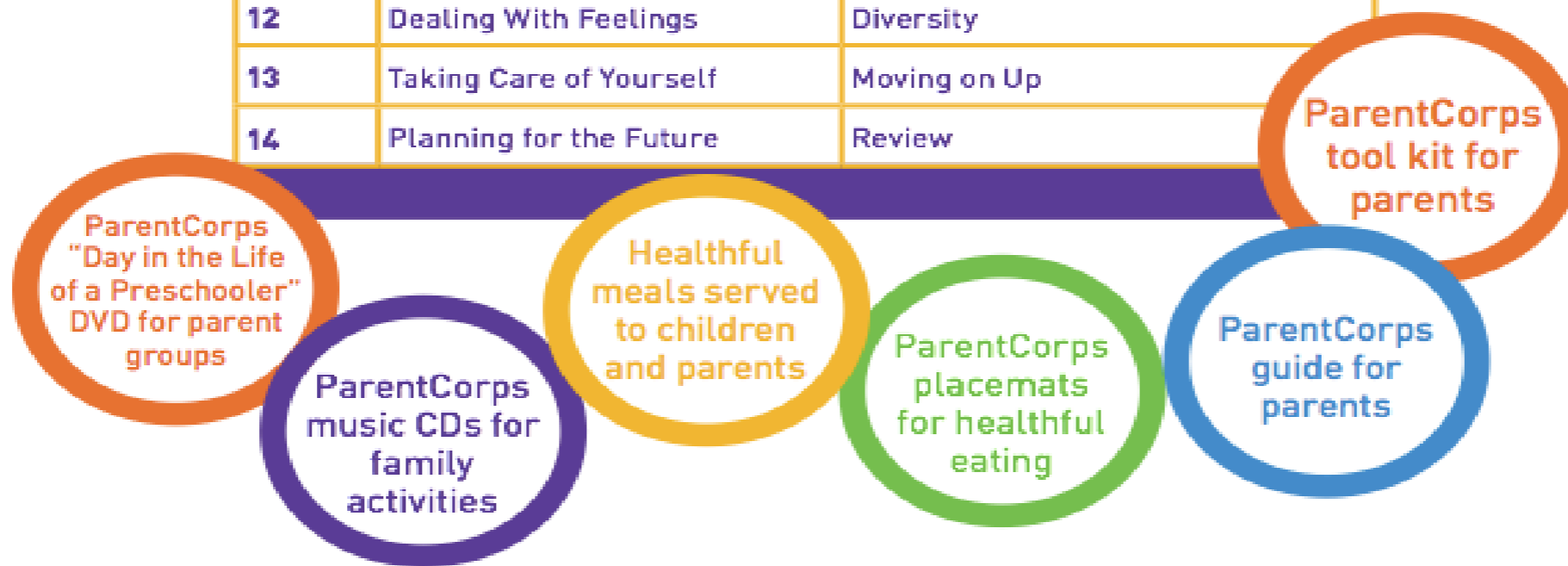
## ParentCorps Strategies:

- 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**

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



# PARENTCORPS



**PLAY ACCEPT READ ENJOY NURTURE TEACH COACH ORGANIZE REINFORCE PLAN SUPPORT**



# Participation in ParentCorps Family Groups

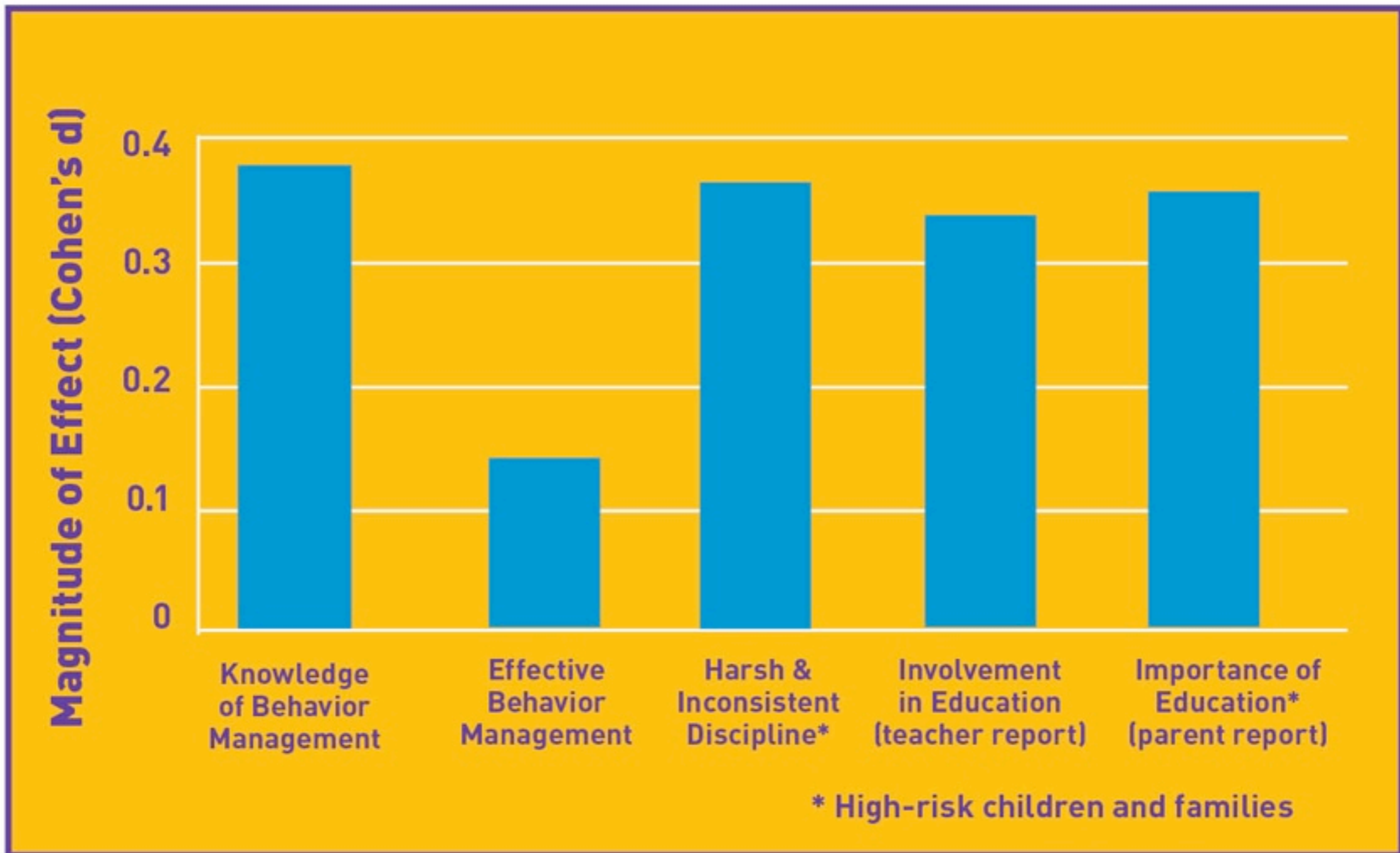
- **65% of families participated**
  - Parenting programs in community settings typically engage fewer than 15% of families
- **44% of families attended  $\geq 5$  group sessions**
- **40% of highest risk families attended  $\geq 5$  group sessions**
  - Attendance was  $< 1$  session lower among parents 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

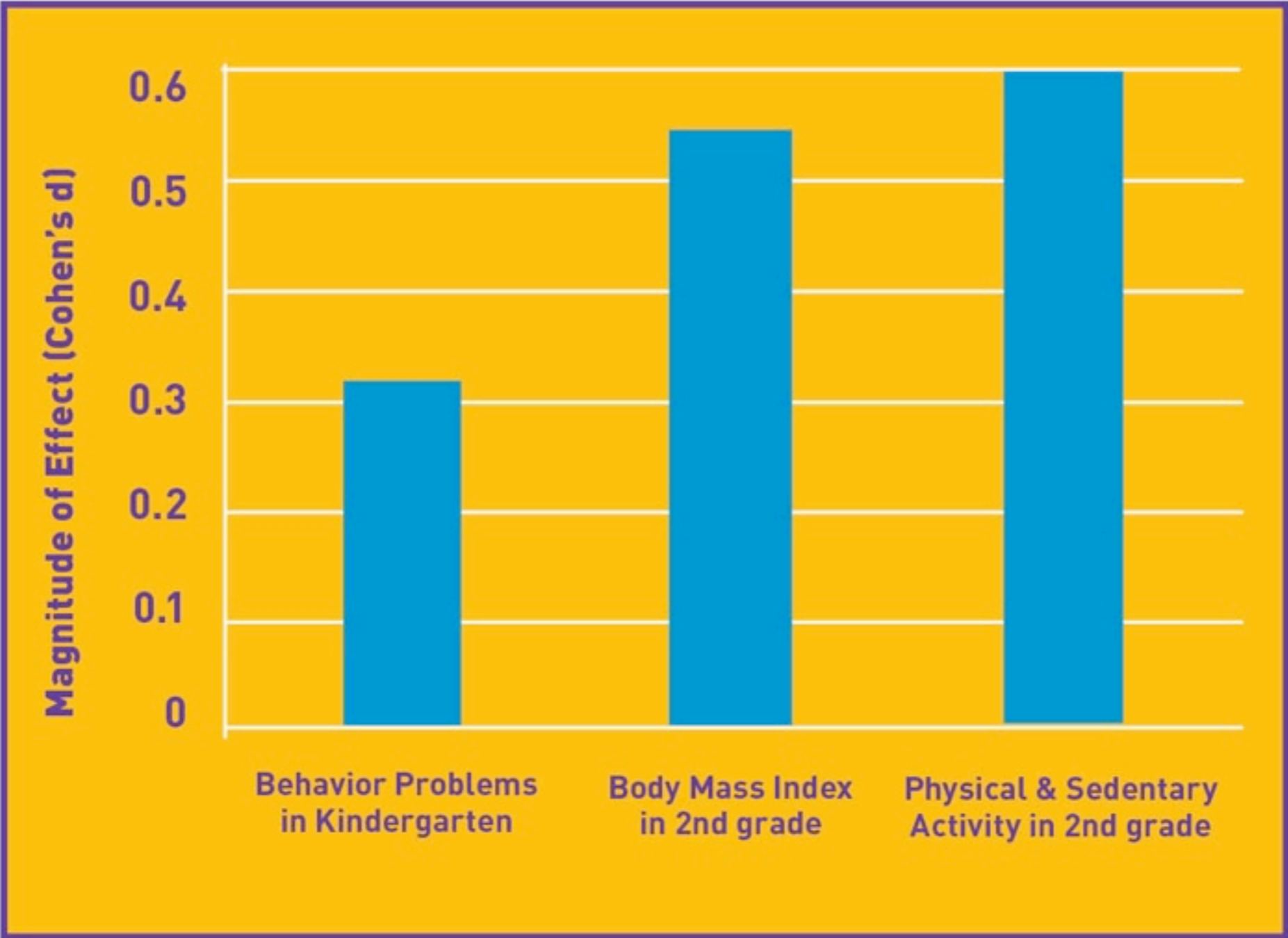
\*\*\* replicated effects

## PARENTCORPS IMPACT ON EFFECTIVE PARENTING AND PARENT INVOLVEMENT IN EDUCATION

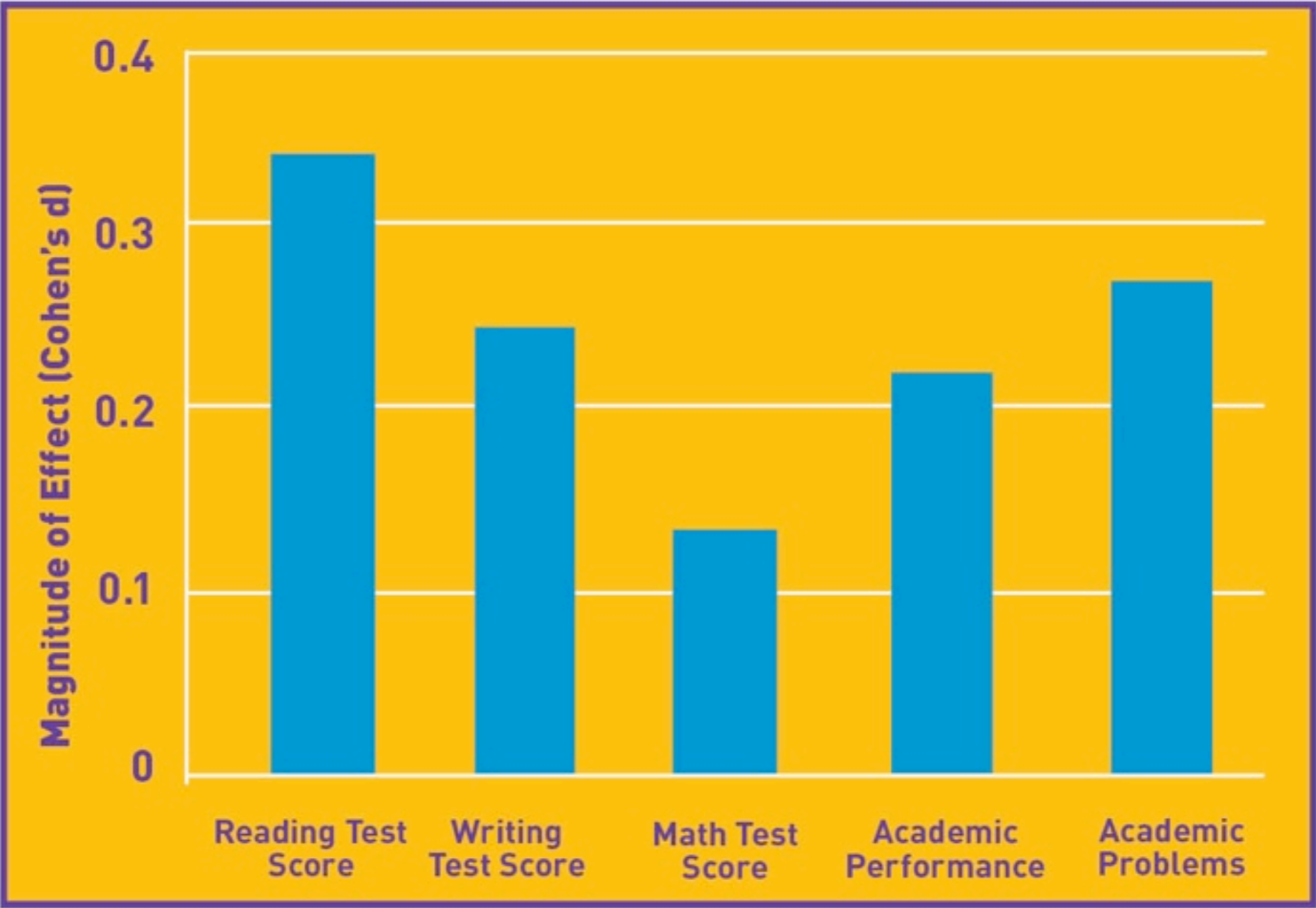




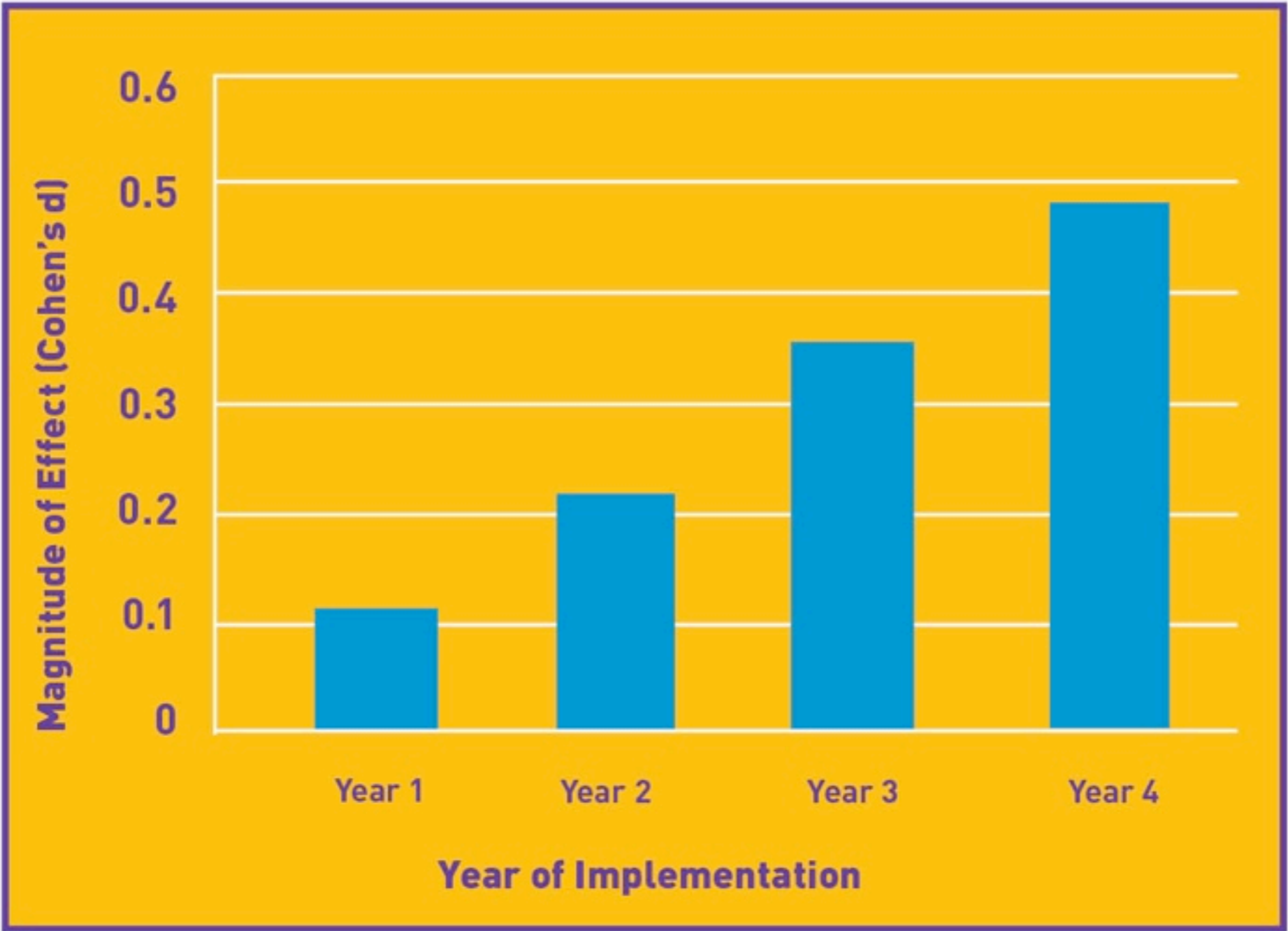
PARENTCORPS IMPACT ON DEVELOPMENT AND HEALTH AMONG HIGH-RISK CHILDREN



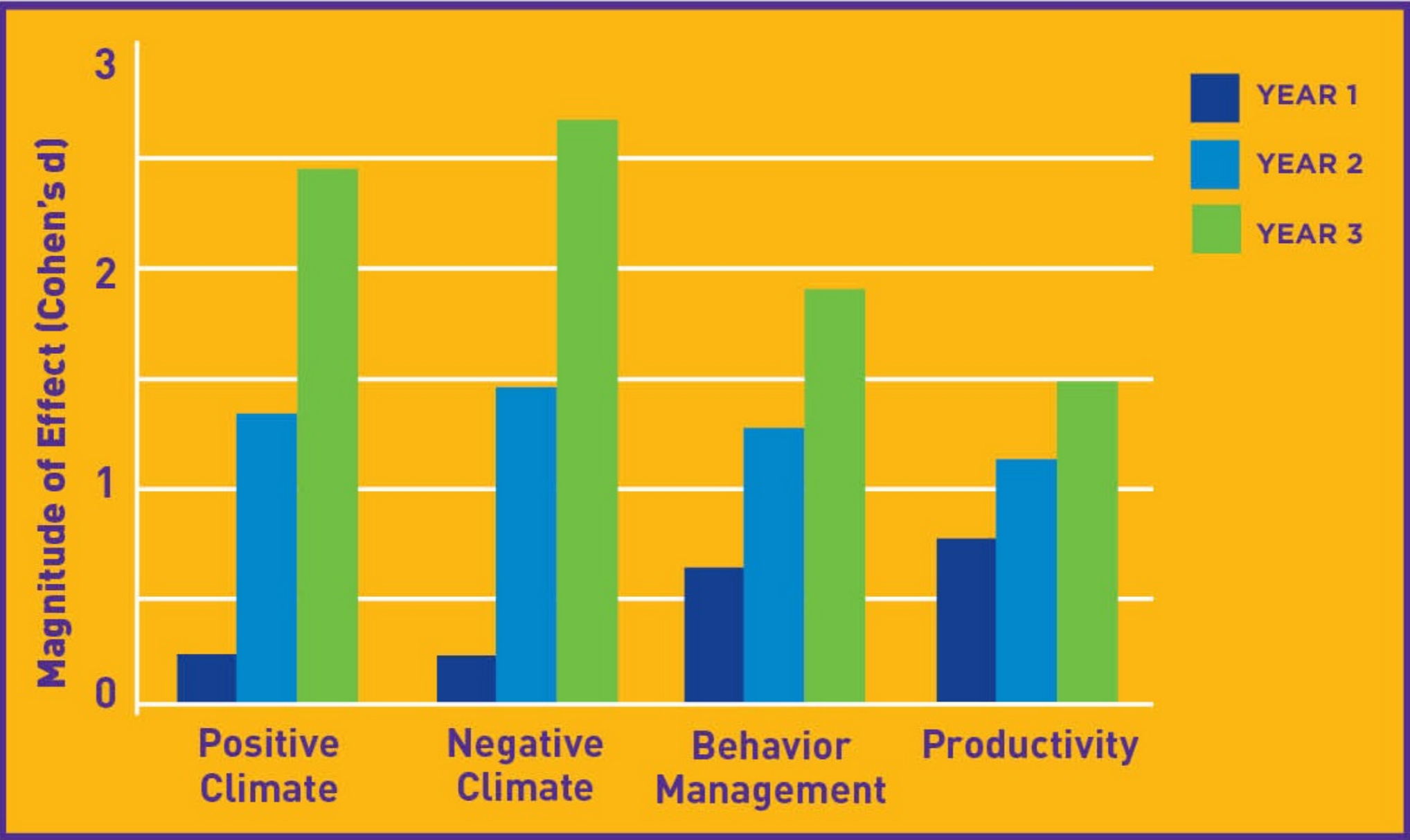
PARENTCORPS IMPACT ON KINDERGARTEN ACADEMIC ACHIEVEMENT



**PARENTCORPS IMPACT ON KINDERGARTEN READING ACHIEVEMENT  
BY YEAR OF IMPLEMENTATION**



**INTERVENTION EFFECTS ON TEACHERS AND CLASSROOMS (BLINDED OBSERVATIONS)  
BY YEAR OF IMPLEMENTATION**



# 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





# Local Partnerships



Head Start



**Department of  
Education**

Office of Early Childhood Education



**Harlem Children's  
ZONE**

**Bellevue Hospital Center**



**Tisch Hospitals Center Community Service**



Center for Early Childhood Health and Development



**PARENTCORPS**

