

Texas Agency 1

Working to improve the lives of Children, Families & Communities

Evaluation Report *Nurturing Parenting Program 5- 19* Participants in Fiscal Year 2018



PRAXIS
with integrity

Prepared by

Praxis with Integrity-

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Introduction

Texas Agency 1 is an organization whose primary goal is to strengthen families so that children succeed. The agency offers clients services at home, work or school or wherever parents need help. One of the main programs they offer is the *Nurturing Parenting Program (NPP 5-19)* in English and/or Spanish through their Family Education programs. Using *NPP 5-19* offers parents the tools, skills and confidence needed to raise a healthy family.

This research report provides additional information to the impressive work done by the in-house data analyst. This report compares pre and post AAPI data and uses the statistical *t* – test to measure for statistical significance between the means (averages) reported on pre and post AAPI assessments to offer insight into program effectiveness. Demographic data is also represented in a different visual format for easy viewing, interpretation and comparison.

Nurturing Parenting Programs

The *Nurturing Parenting Programs* are family-centered trauma-informed and designed to build nurturing parenting skills as an alternative to abusive and neglecting parenting and child-rearing practices. The long-term goals are to prevent recidivism in families receiving social services, lower the rate of multi-parent teenage pregnancies, reduce the rate of juvenile delinquency and substance abuse, and stop the intergenerational cycle of child abuse by teaching positive parenting behaviors. The *Nurturing Programs 5-19* target all families at risk for abuse and neglect with children birth to 19 years and include primary prevention, secondary prevention, and tertiary (treatment) programming. The tertiary Nurturing Programs implemented were the ***Nurturing the Families of Texas with Children 5-19*** and supplemental information from Nurturing Program for Families with Infants, Toddlers and Preschools was also utilized with the families in this report. The agency provided this program in 3 locations (site-based in clinic, community and the local jail). The AAPI was used for data analysis in the 3 locations as well as for their Parents as Teachers Program. The AAPI, a validated and reliable assessment, was used to measure pre and post attitudinal scores.

Evaluation and Data Analysis

Adult-Adolescent Parenting Inventory (AAPI)

The AAPI is designed to assess the parenting and child rearing attitudes of adult and adolescent parent and pre-parent populations. Inventory responses provide an index of risk for practicing behaviors that are known to be associated with child abuse and neglect. The inventory provides a risk index for five specific parenting and child rearing behaviors including: (1) Expectations of Children, (2) Parental Empathy towards Children's Needs, (3) Use of Corporal Punishment – Dignified Discipline, (4) Parent-Child Family Roles, and (5) Children's Power and Independence. Each of the five subscales is scored and then plotted on the AAPI-2 Parenting Profile providing an index of risk for abusive and/or neglecting behaviors. The risk scores are presented in three categories including high risk, medium risk, and low risk to child maltreatment.

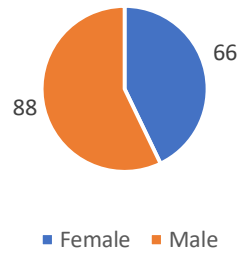
AAPI-Constructs	
Subscale (Construct)	Description
Expectations of Children	Assesses parents' appropriate and inappropriate expectations of their children. Expectations that exceed the child's developmental capabilities are inappropriate.
Parental Empathy Towards Children's Needs	Assesses parents' level of empathy for their children's needs. Low levels of parental empathy would include a fear of spoiling their child.
Use of Corporal Punishment Dignified Discipline	Assesses parental beliefs in the value of physical punishment. An example of a strong belief in the value of corporal punishment would be that hitting, spanking, and slapping children is appropriate and required.
Parent-Child Family Roles	Assesses reverse and appropriate family roles. An example of a reverse family role is when a parent expects their child to make life better by providing love and comfort. An example of an appropriate family role is when a parent allows their child to express developmental needs.
Children's Power and Independence	Assesses the restrictions and value of power and independence that is placed on the child. An example of restricted power is when a parent tends to view children with power as threatening. An example of valued power is when a parent places high-value on children's ability to problem solve.

A risk index provides direction for design and use of the *Nurturing Parent Program 5-19* as a program to "treat" abusive and neglecting parent-child or parent-teen dysfunctional interactions through a process called "re-parenting." In this re-parenting, parents increase their understanding of the abuse and neglect they experienced as children and how these parenting beliefs and patterns were passed on to their children.

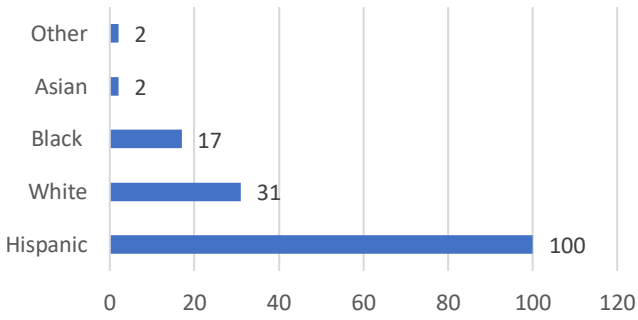
Data Analysis for Site Based Class:

The AAPI improvement data in this report are for clients who enrolled in a 16 session class series at the agency offices and took a post-test in Fiscal Year 2018 (September 1, 2017 through August 31, 2018). Although 234 participants enrolled during this period, 153 participants were able to complete the Nurturing Parenting Program (66%) with both a Pre and Posttest of the AAPI.

Gender $n = 154$

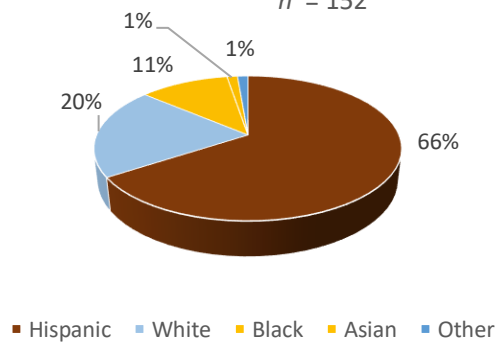


Race Totals $n = 152$

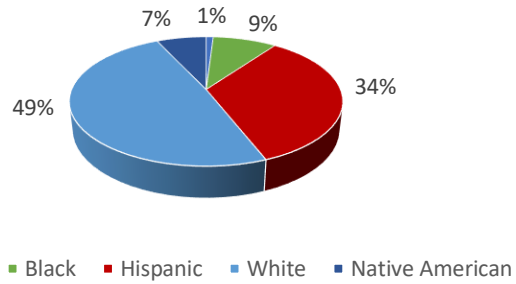


Race by Percentage

$n = 152$

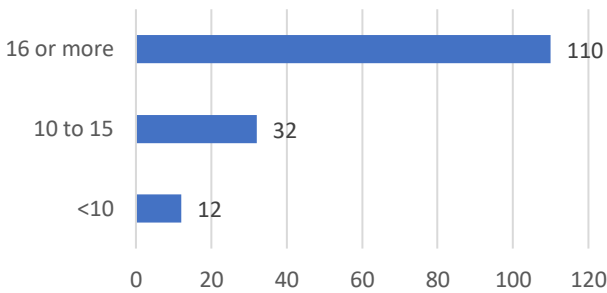


Travis County Population Race Percentages 2018



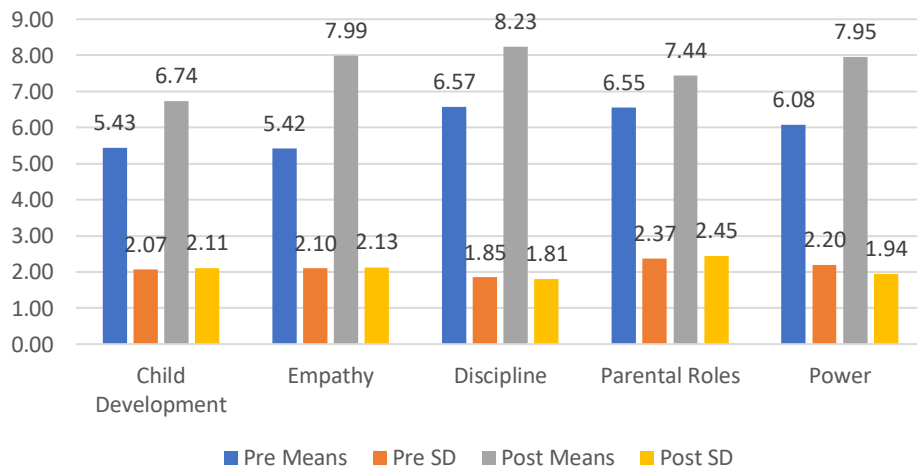
Total Number of Sessions

n = 154



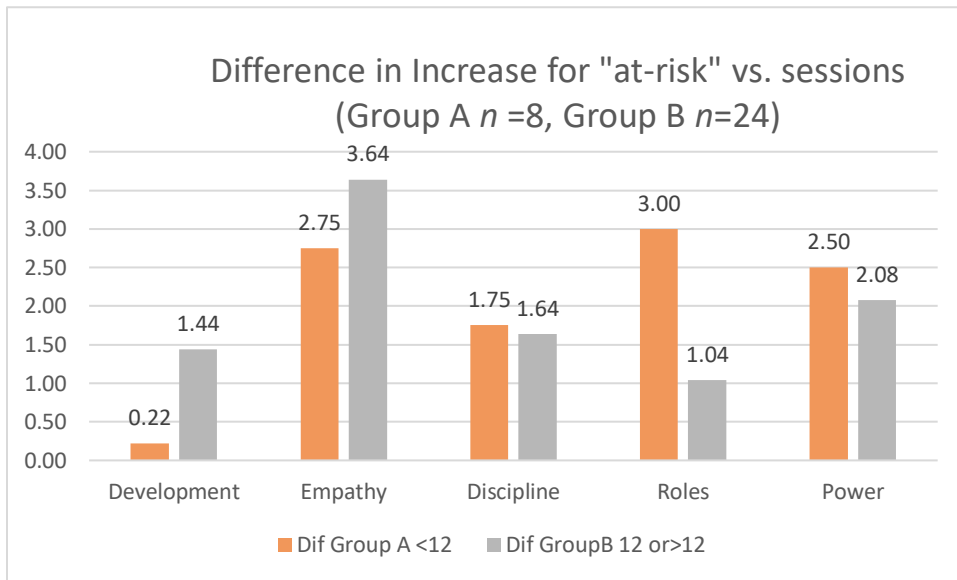
AAPI Results

Pre-Post AAPI Means & Standard Deviation *n* = 153



Findings: All constructs showed statistical increases for pre and post-tests at $p < .05$ with all p values at .00 or less than .05 using a standard t -test.

Additional Hypothesis: Participants (“at-risk”) who attended more than 12 sessions made showed greater improvement on Post AAPI. (“At-risk” are participants are those that scored 4 or less on 3 constructs on the Pre-AAPI.)

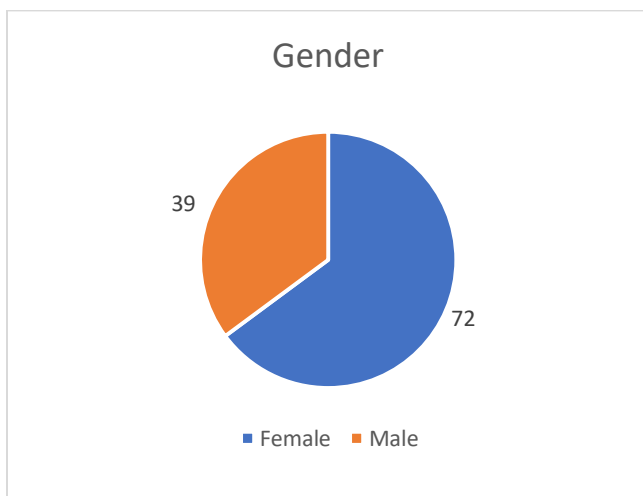


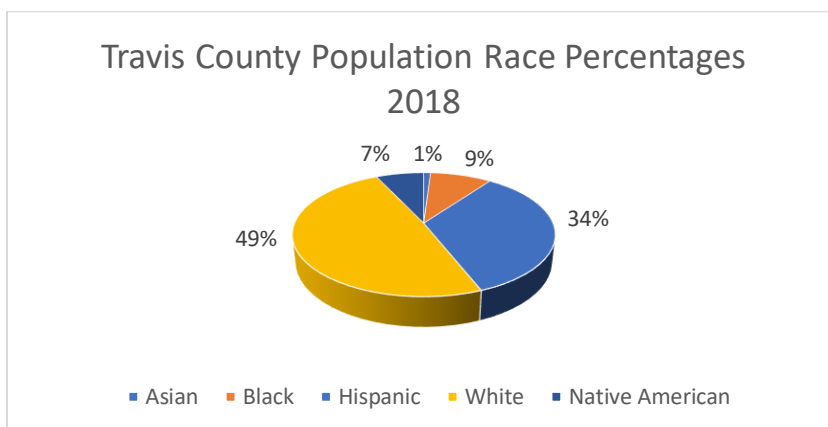
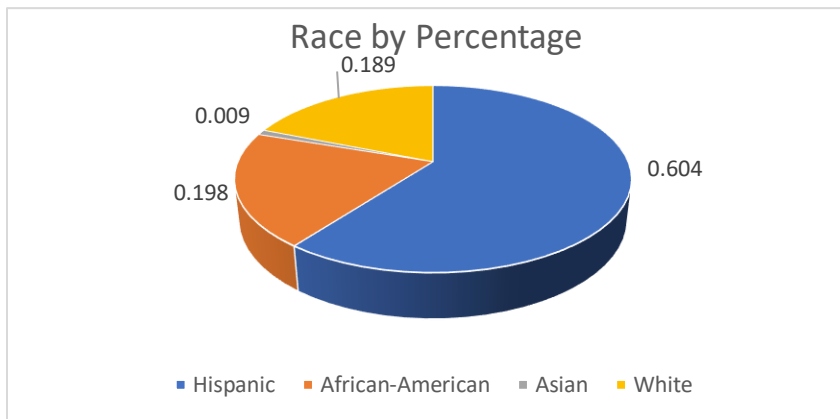
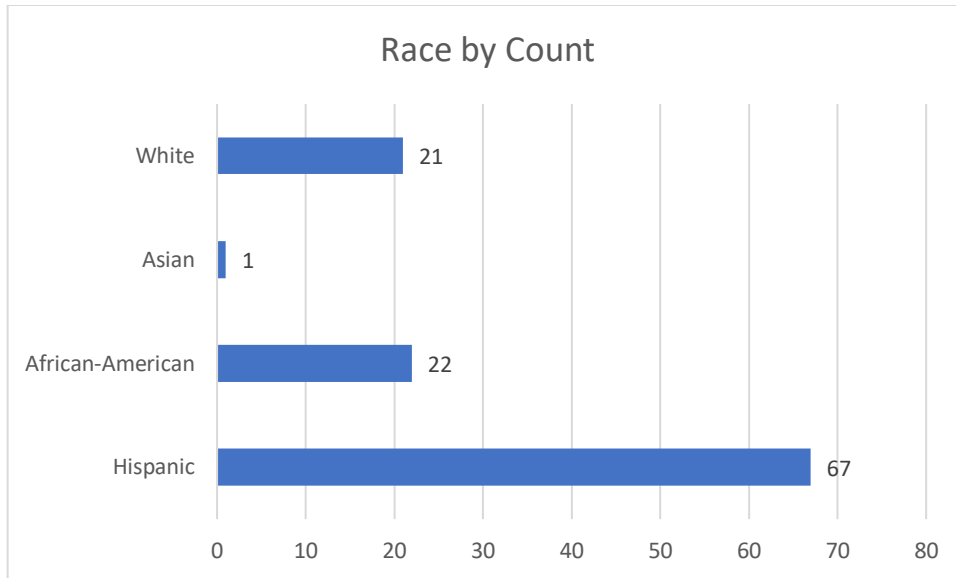
Findings: “At-risk” participants did not show significant increases in all constructs although there was a significant increase in development and empathy. However, the lack of progress in the other constructs could also be an effect of the different number (*n*) of participants in both groups.

Another conclusion could be that the “at-risk” participants need more attention and more sessions to increase understanding family roles and alternatives to punishment.

Data Analysis for Community Based Class:

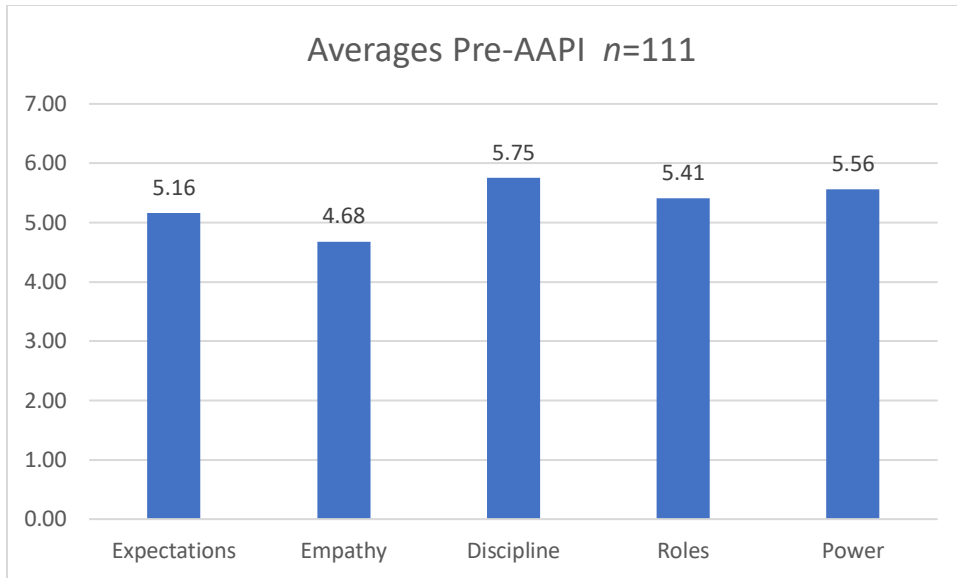
The agency also offered classes at Community based sites in 2017-2018. During this period, 111 took a Pre- AAPI test and 61 (55%) completed the Pre-Post-test.



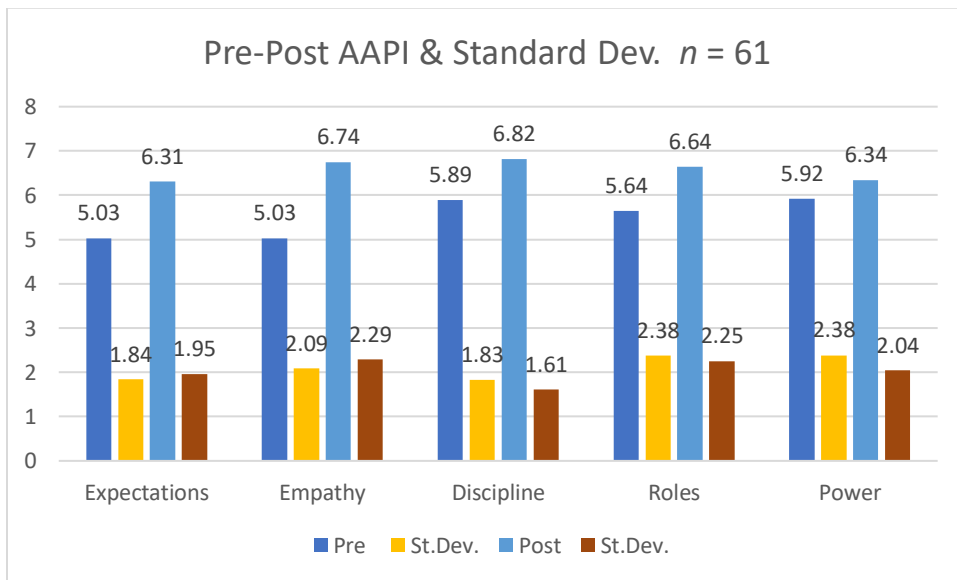


Once again, we note the disproportionality between the Community based sites and the overall population of Travis County.

In this community group, 111 participants completed the pre-AAPI which shows the greatest area of need in Empathy.

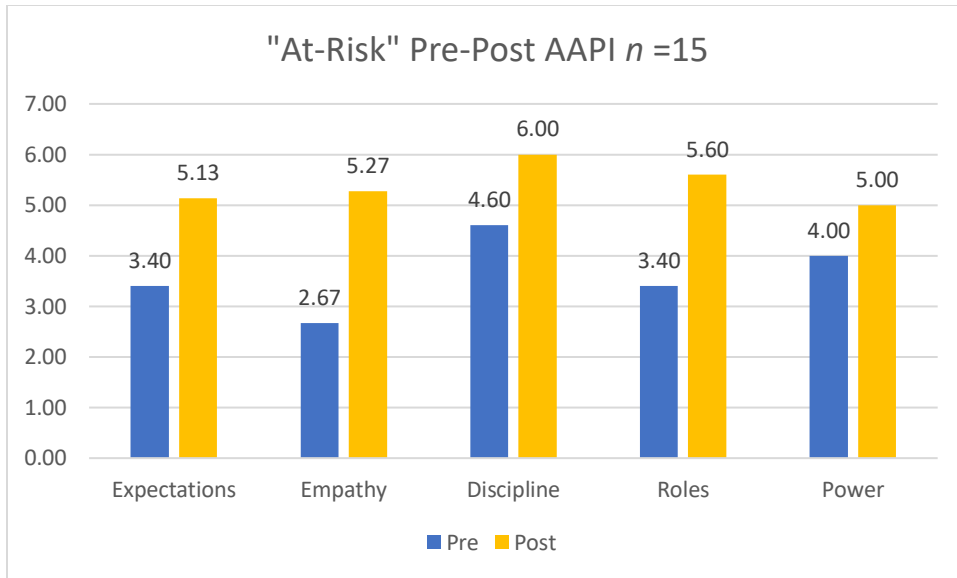


The Community clients that had a Pre and Post AAPI are shown below with $n = 61$ with their Standard Deviations.



Findings: All constructs showed statistical increases for pre and post-tests at $p < .05$ with all p values at .00 or less than .05 using a standard t -test.

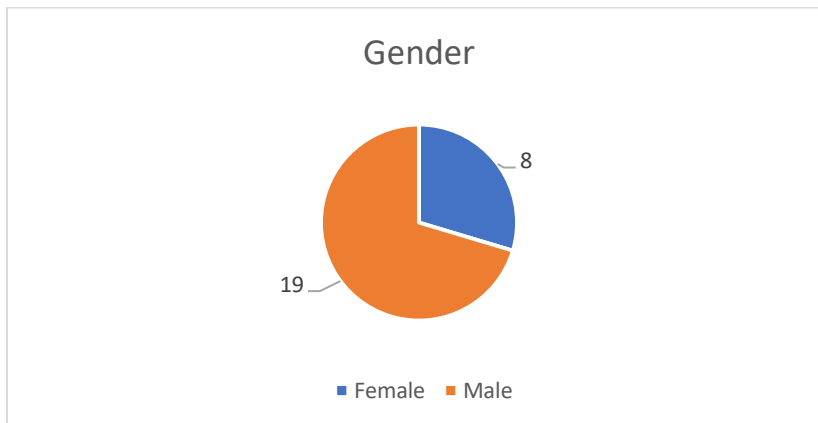
When narrowing down the data even more, to those that might be considered more "at-risk" (3 or more constructs show pre at 4 or less) the following graphs show the differences between the means on the Pre-Post AAPI assessment.

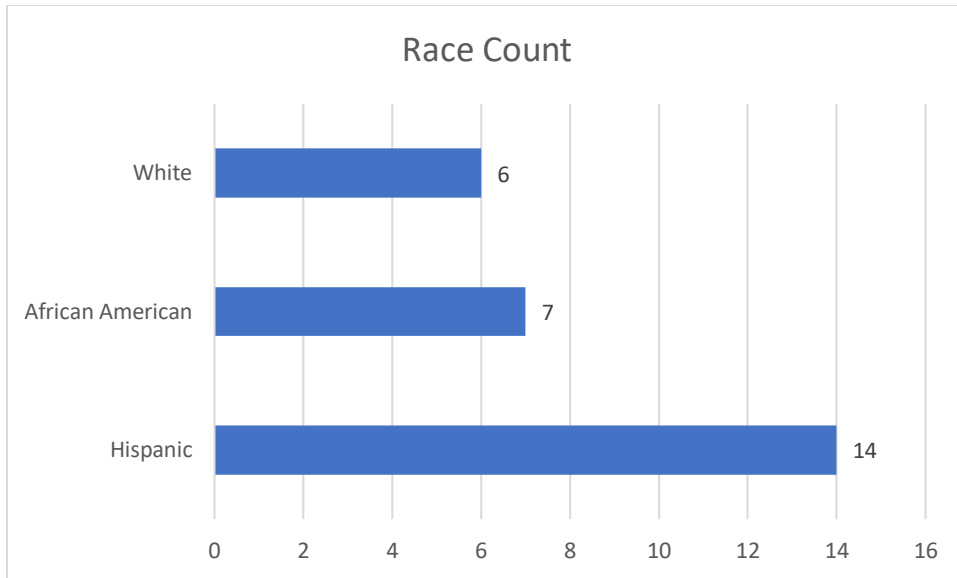


All constructs showed statistical increases for pre and post-tests at $p < .05$ with all p values at .00 or less than .05 using a standard t -test. All of the post-test scores are well over the score denoting "at-risk" and we see significant increases in the important areas of empathy and roles.

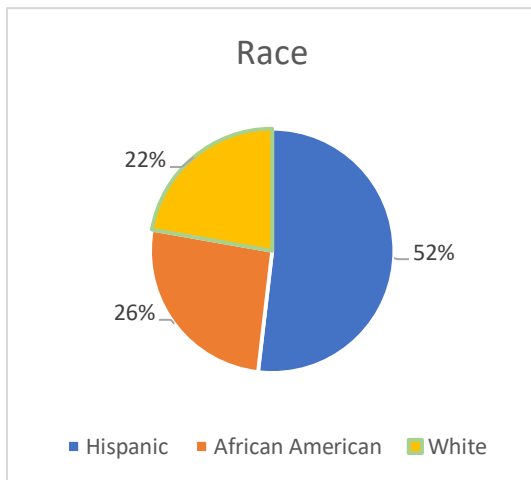
Data Analysis for Jail Class:

A total of 250 participants began the NPP program while in the jail. However, only 27 completed the program with a Pre & Post-test. Assumedly, this is because of the transient nature of the population. This report will reflect the 27 participants who completed the program and the two assessments. (Of the 27, only 9 would have been considered "at-risk" by the definition of 3 or more constructs scored 4 or lower on the pre-test.)

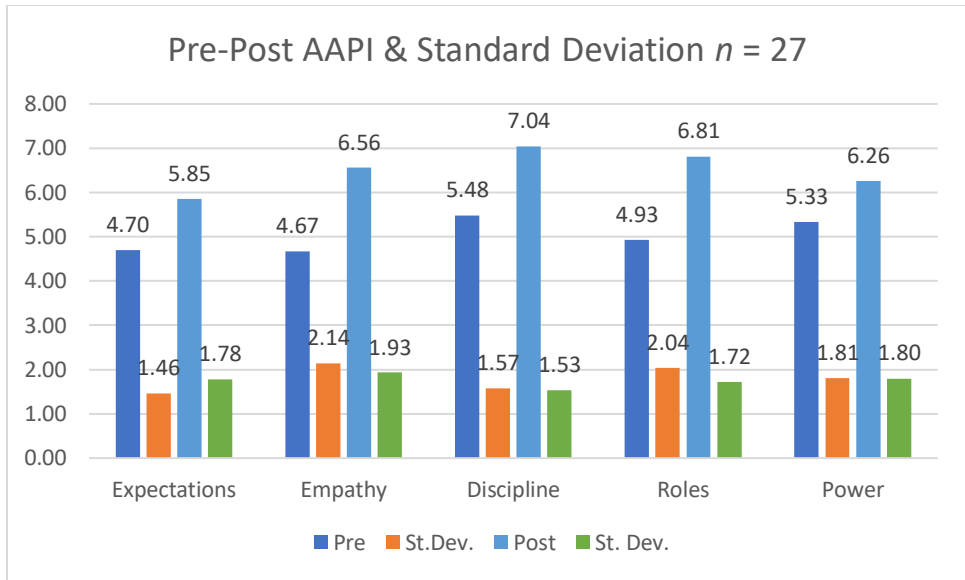




Race by Percentage:



Numbers reported on number of sessions were too small for relevant data analysis. Then the data between pre and post-tests was compared as seen in the next graph.



Findings: Of note, with a definition of “at-risk” by scoring a 4 or lower on 3 constructs, these averages show 3 constructs scoring less than 5 or perhaps “at-risk” on the pre-test. All constructs show statistically significant increases between pre and post-tests as seen on standard *t*-tests where $p < .05$.

Data Analysis for Parents as Teachers:

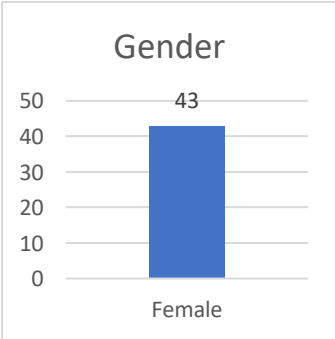
Important Note:

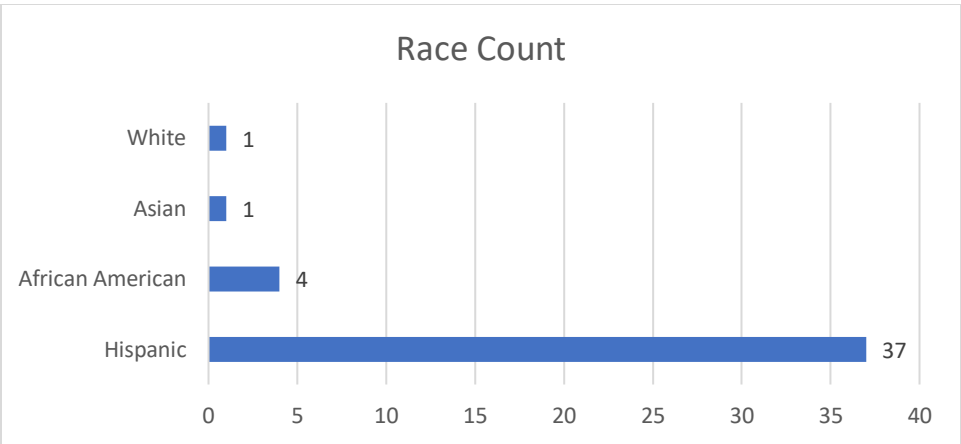
The AAPI was originally designed to assess parents before and after the 16-week *Nurturing Parenting Program*. However, other parenting programs, after seeing the benefits of the AAPI, have begun using it in their programs.

Because of the different content, length, and delivery of the programs, the statistical information and increases/decreases, should **not** be compared with the AAPI used with *NPP*.

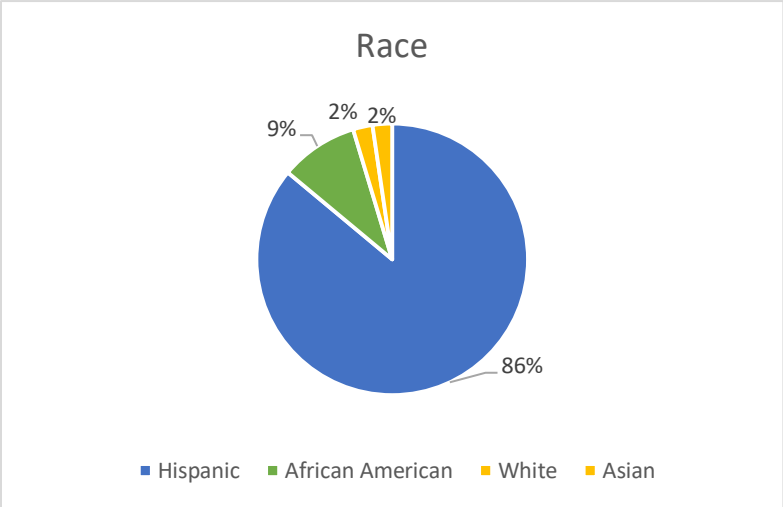
The agency uses the AAPI as an assessment for their Parents as Teachers program for the 2018 year and the graphical-statistical results are as follows. Of those in the PAT program 78 completed the Pre-assessment with 43 of those also completing the Post-test.

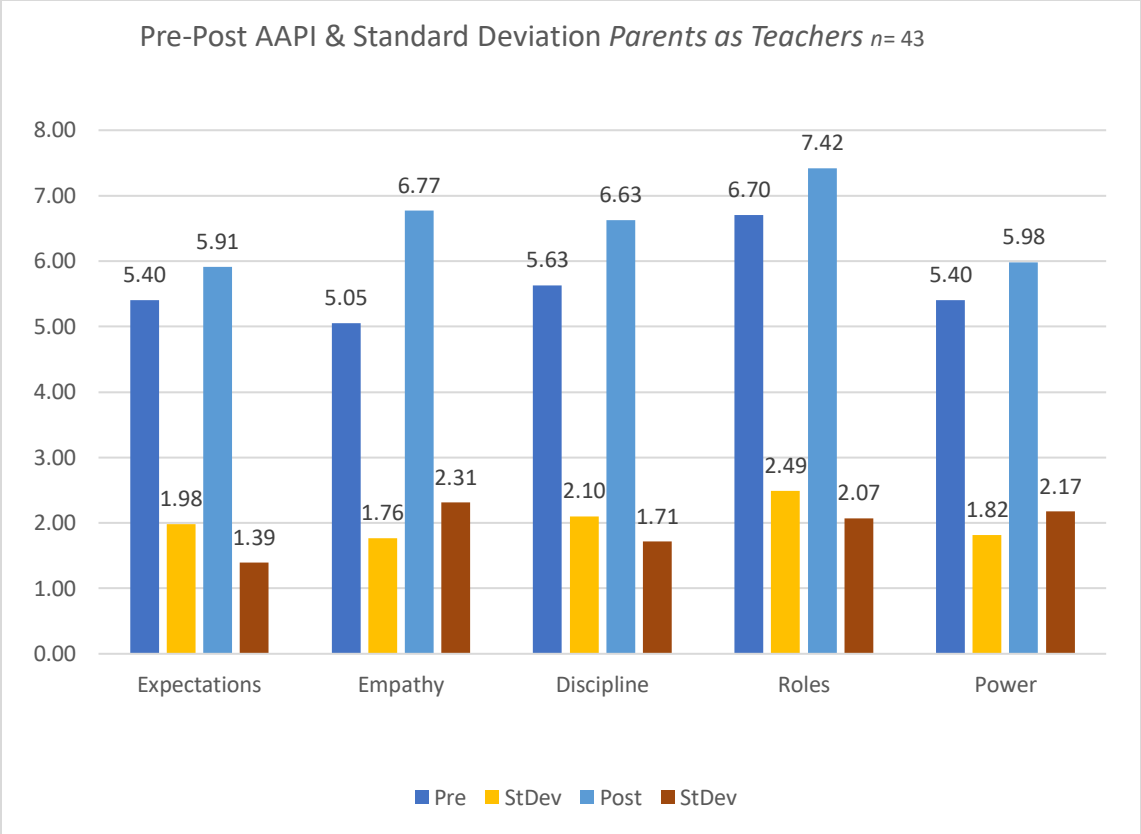
All 43 participants were females with 37 Hispanic, 4 African American, 1 Asian, 1 White.





Race by Percentage:





Findings: These graphs represent the 43 participants that completed both the pre and the posttest AAPI show statistically significant gains in all five construct areas. (Only 11 scored “at-risk” on the Pre-test with a score of 4 or below on 3 or more constructs.)

Summary and Highlights:

- *Texas Agency 1* implements the *Nurturing Programs 5-19* well in multiple settings, substantiated by data analysis indicating significant gains in all constructs.
- *The agency* does well on administering the Pre AAPI to all participants in all 4 programs.
- There were significant increases in empathy in all programs. Empathy had the lowest averages in all groupings considered in this report on the pre-AAPI. There was a statistical increase in empathy between the pre and post assessment. Empathy has been shown to be critical in good parenting. Dr. Bavolek, the developer of the *Nurturing Parent Program* defines empathy as two-fold: (1) the affective capacity to share in another's feelings, by first valuing self and (2) the cognitive ability to understand another's feelings, needs and perspective by first understanding your feelings, needs and perspective. Through the *NPP5-19* participants are better able to recognize their own feelings, value self, increase their self-awareness and learn to value and provide nurturing care to their children.
- An increase was also seen by participants in all programs in the construct of family role. This means participants developed their adult voice and power to make the best decisions for themselves and their children and they understand the purpose for routines, consistency and predictability when raising children.
- There was an increase in scores on alternatives to corporal punishment (dignified discipline) which means there was an increase in alternatives to creating fear, anxiety and a sense of powerlessness in their children's bodies as a means to force them into submission to behave a certain way. Participants have more appropriate forms of discipline that create an environment of cooperation and culture of nurturing.

Recommendations for the Agency:

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- Continue efforts to get a Post AAPI at the end of the *Nurturing Parenting Program 5-19* (NPP). This will increase the number of "matched pairs" to get better overall end results.
- Continue to enter the number of sessions for all NPP participants.
- Facilitators should review pre-assessments and understand which participants are most "at-risk" and in what construct areas in order to delivery quality sessions.
- Lessons which are in the curriculum should be delivered in the sequence given for best results.
- Make efforts to get another AAPI assessment 6 months and 12 months after completion of program as will be required in the new *Family First* funding.