

Evaluation of NBP

- Used rigorous research methods
randomized trial – “gold standard” of
evaluation research
- Research conducted over 30 years
- Articles published in major scientific journals
- Question: Can a brief skills-building
parenting program improve children’s
adjustment problems and competencies?

Research Collaborators

■ Colleagues

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Results of Randomized Efficacy Trials

- Small-scale trial
- Larger-scale trial
 - Follow-ups
 - 6 months
 - 6 years
 - 15 years
 - 26 years

Randomized Trial

Wolchik, Sandler et al. (2000)

- Three goals:
 - Replicate positive results of parenting program evaluated in first trial
 - Examine short-term follow-up effects
 - Assess additive effect of child coping program
 - No additive effects on mental health outcomes (short- or long-term) so now focus on parenting program only
- Design:
 - Parenting Program (with primary residential mothers); Parenting plus child coping program; Literature control
 - N=240 mothers and children
- Age range of children – 9-12 years old

Risk and Protective Factors

Change Strategies

Warmth

- Family fun time
- One-on-one time
- Catch'em being good
- Listening skills

Effective Discipline

- Set clear, consistent & appropriate expectations
- Monitor misbehavior
- Implement change plan
- Use consequences consistently

Exposure to Inter- parental
Conflict

- Self talk
- Anger Management
- Adult Ears
- Respectful Requests

Risk and Protective Factors Targeted in Child Program

Active Coping

Avoidant Coping

Negative
Appraisals

Mother-Child
Relationship
Quality

Recruitment

- Method
 - Letters sent to divorced mothers using court records, media and word of mouth
 - Home visits to explain study
- 39% of eligible mothers agreed to participate
- Mothers who accepted had higher incomes, more education and fewer children than those who declined

Assignment to Condition

- Randomly assigned to:
 - Parenting program
 - Parenting program plus child coping program
 - Literature control program

Assessments

- Assessments conducted:
 - Pre-test (9-12 years old; late childhood)
 - Post-test
 - 6-month follow-up
 - 6-year follow-up (mid-to-late adolescence)
 - 15-year follow-up (emerging adulthood)
 - 26-year follow-up (young adulthood)

- Additional assessments planned:
 - Middle adulthood

Program Effects

Posttest & 6-Month Follow-up

- 98% retention
- Higher maternal warmth and effective discipline
- Fewer externalizing problems across reporters (mother/child, teacher)
 - Improvements were greatest for those who started program with more externalizing problems
- Fewer internalizing problems- mother/child report
- Improvements in externalizing problems and internalizing problems were accounted for by improvements in maternal warmth and effective discipline
- Mothers reported fewer depressive symptoms
- **No** added benefit from child coping program relative to parent program

Six-year Follow-up

Wolchik, Sandler et al. (2002;2007)

- 91% retention
- No differential attrition across experimental conditions
- Multiple, developmentally relevant outcomes assessed
- Assessment across reporters (mothers/fathers, adolescents, teachers) and method (interview & school records)

Possible Outcomes at 6-year Follow-up

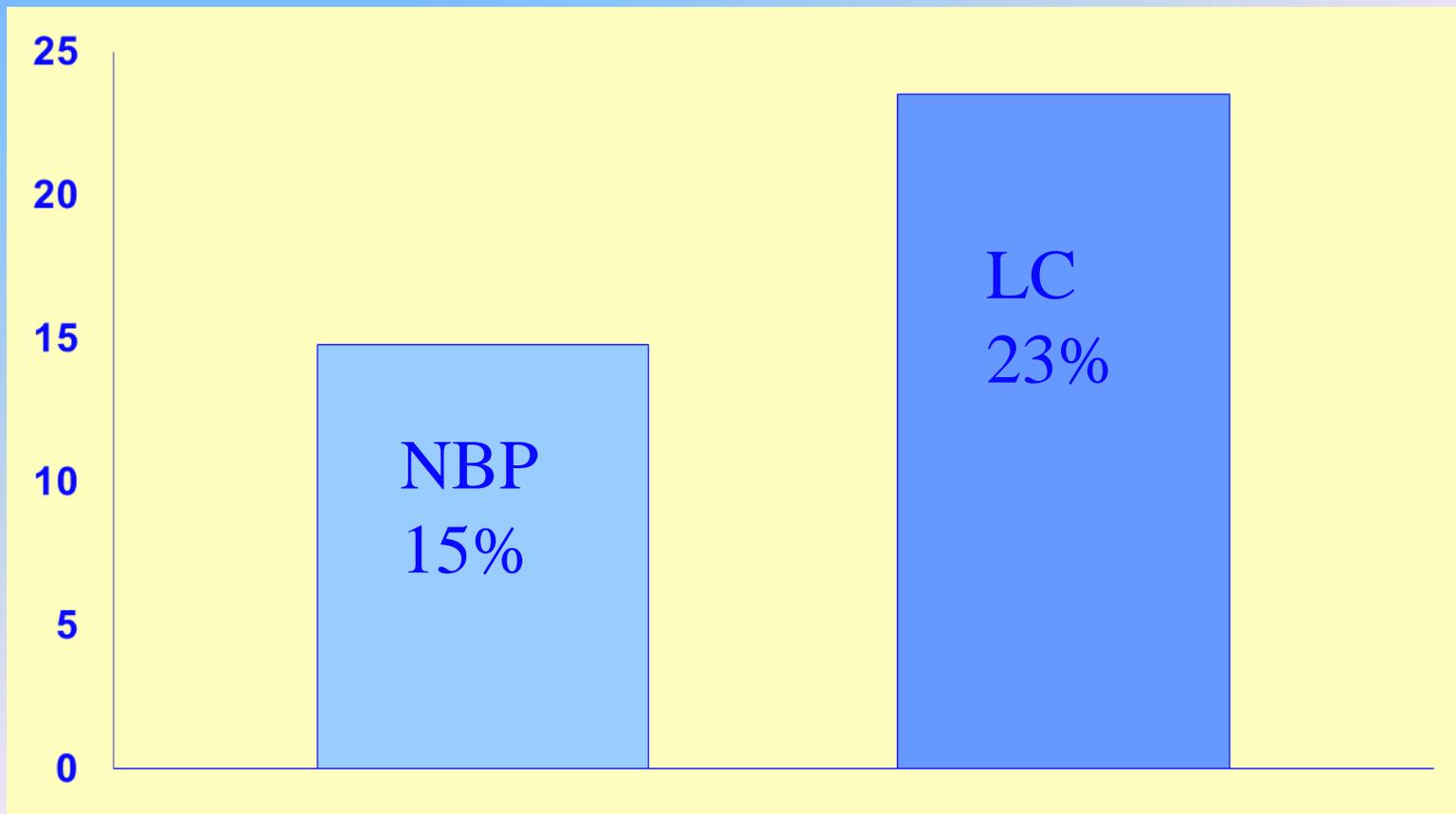
- Effects might fade as new skills weaken and other factors influence development
- Effects might be maintained over time
- Effects might increase as a function of cascade of positive effects



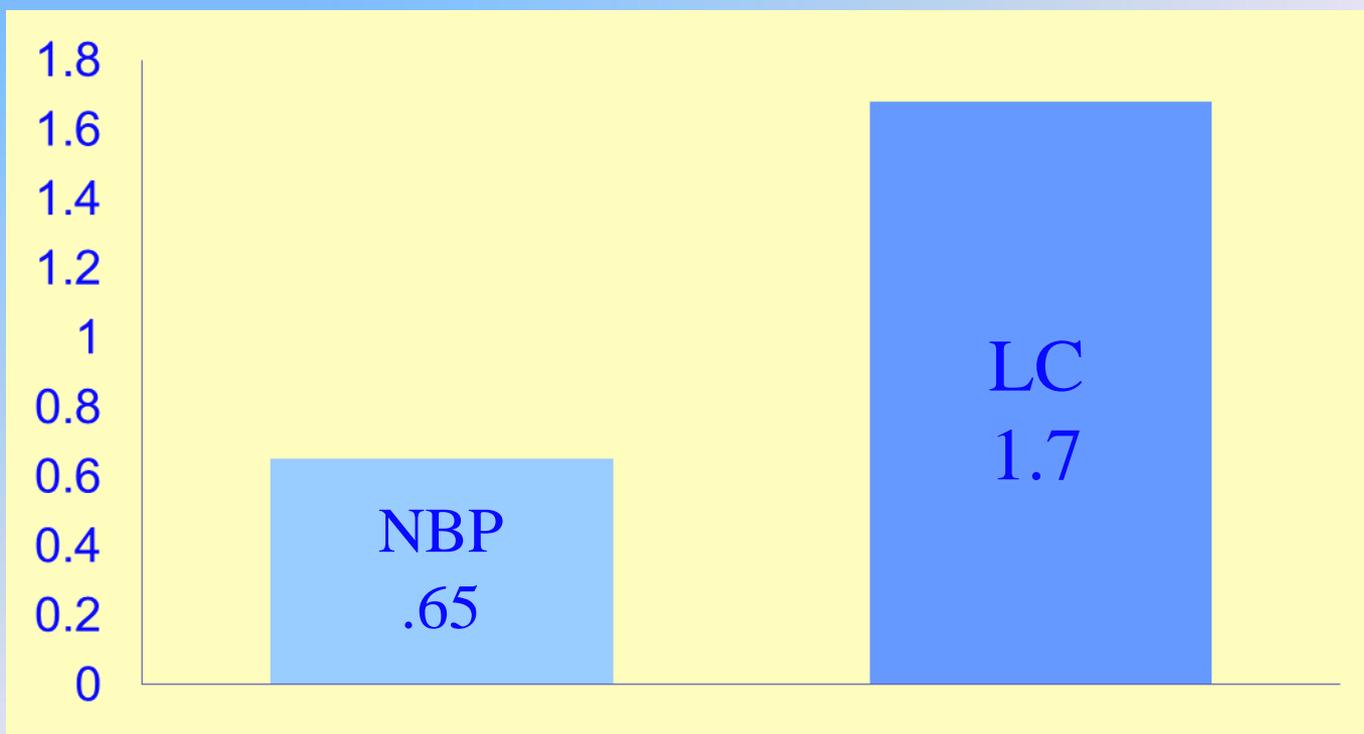
Program Effects: 6-year Follow-up

- Program effects occurred on **wide** array of outcomes:
 - Diagnosis of mental disorder
 - Symptoms of mental disorder
 - Internalizing problems (parent/adolescent report)
 - Externalizing problems (parent/adolescent & teacher reports)
 - Number of sexual partners
 - Alcohol, marijuana, and other drug use
 - Polydrug use
 - Self-esteem
 - Activities (sports, clubs, etc)
 - GPA
- Effects stronger for those with higher initial level of risk

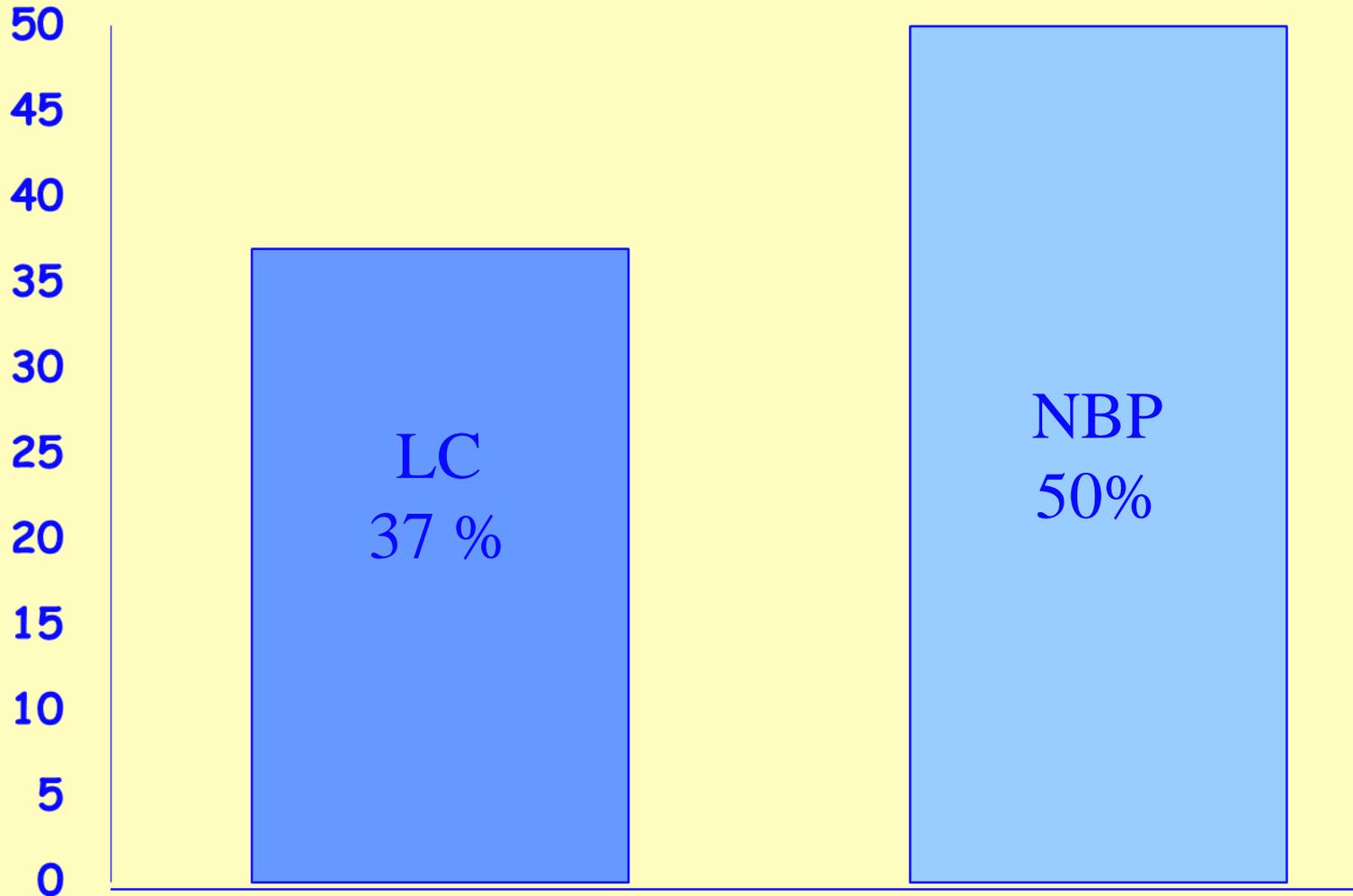
Diagnosis of Mental Disorder in Last Year



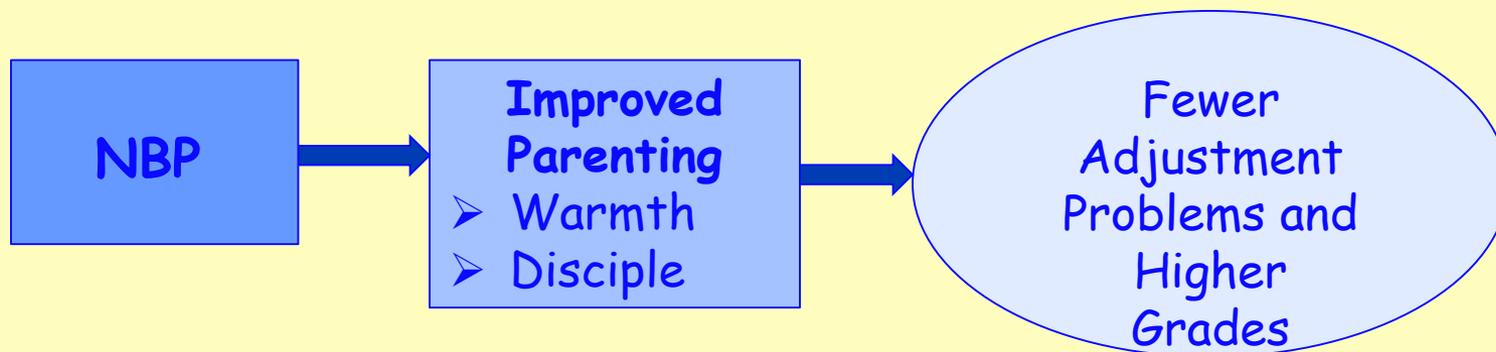
Number of Sexual Partners



Percent With A or B Average



Changes in Parenting Led to Improvements in Children's Adjustment Problems and Grades



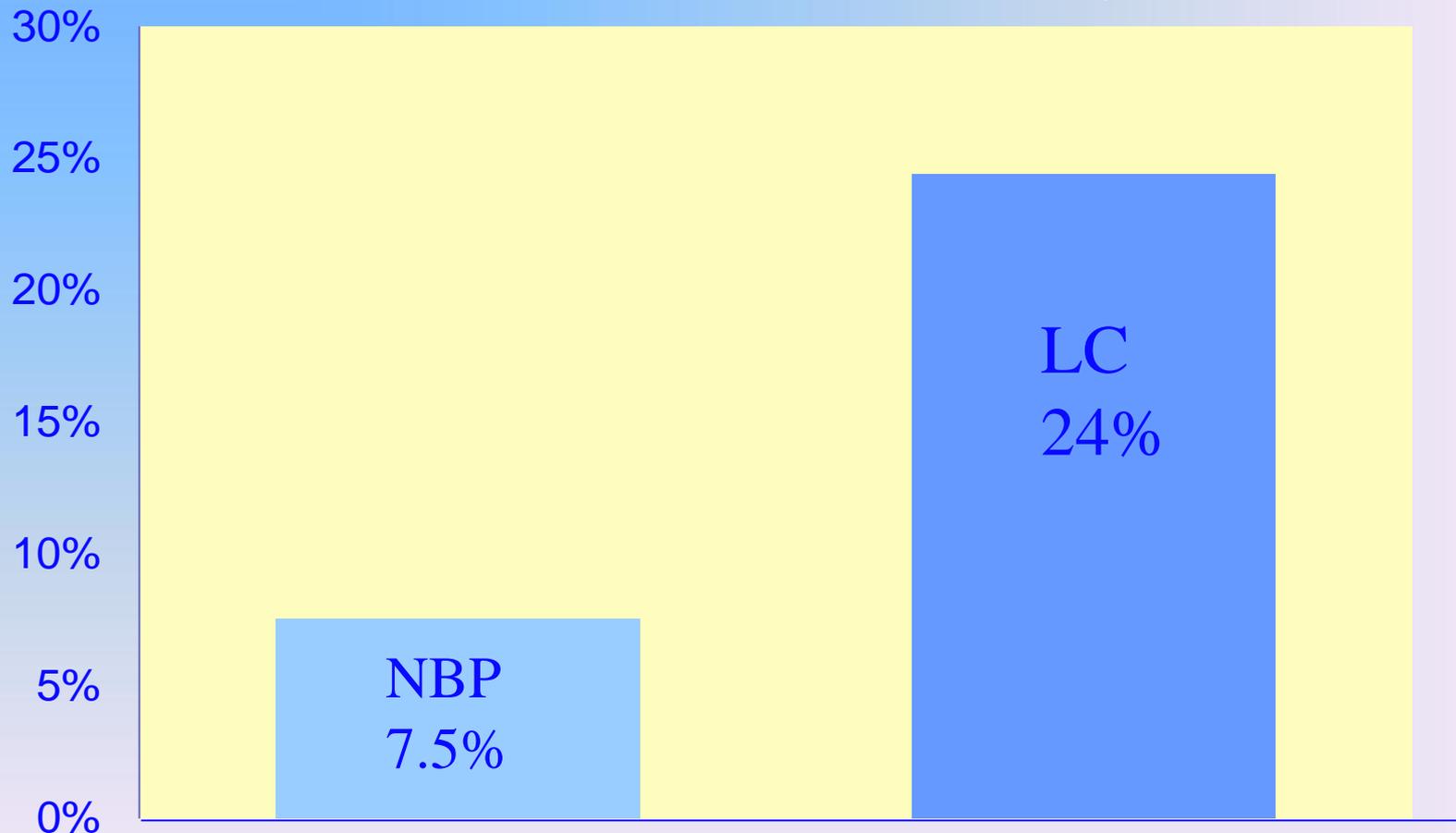
■ Implications

- Components of warmth and effective discipline are *core components* that need to be delivered with high quality and high fidelity

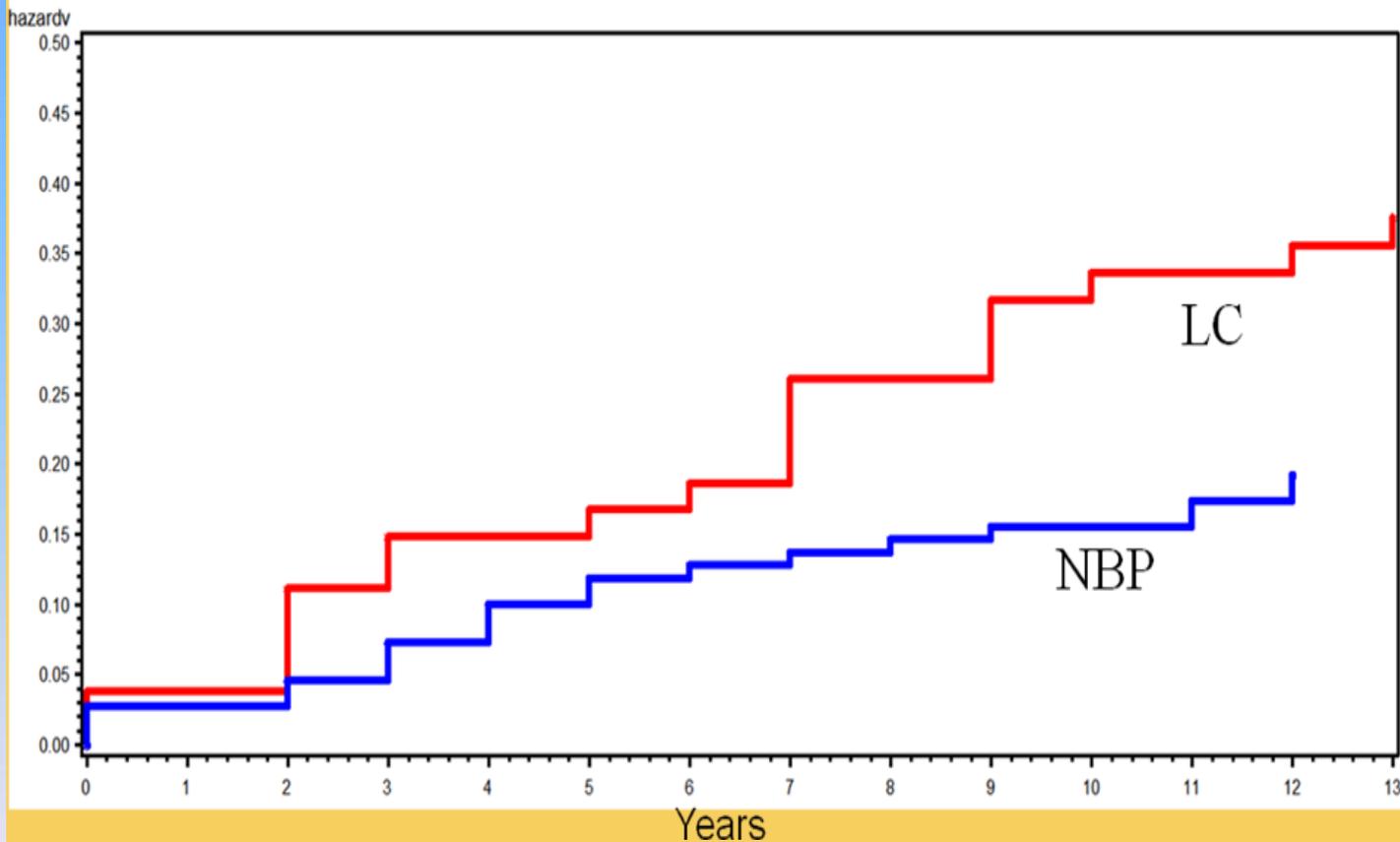
Program Effects: 15-Year Follow-up

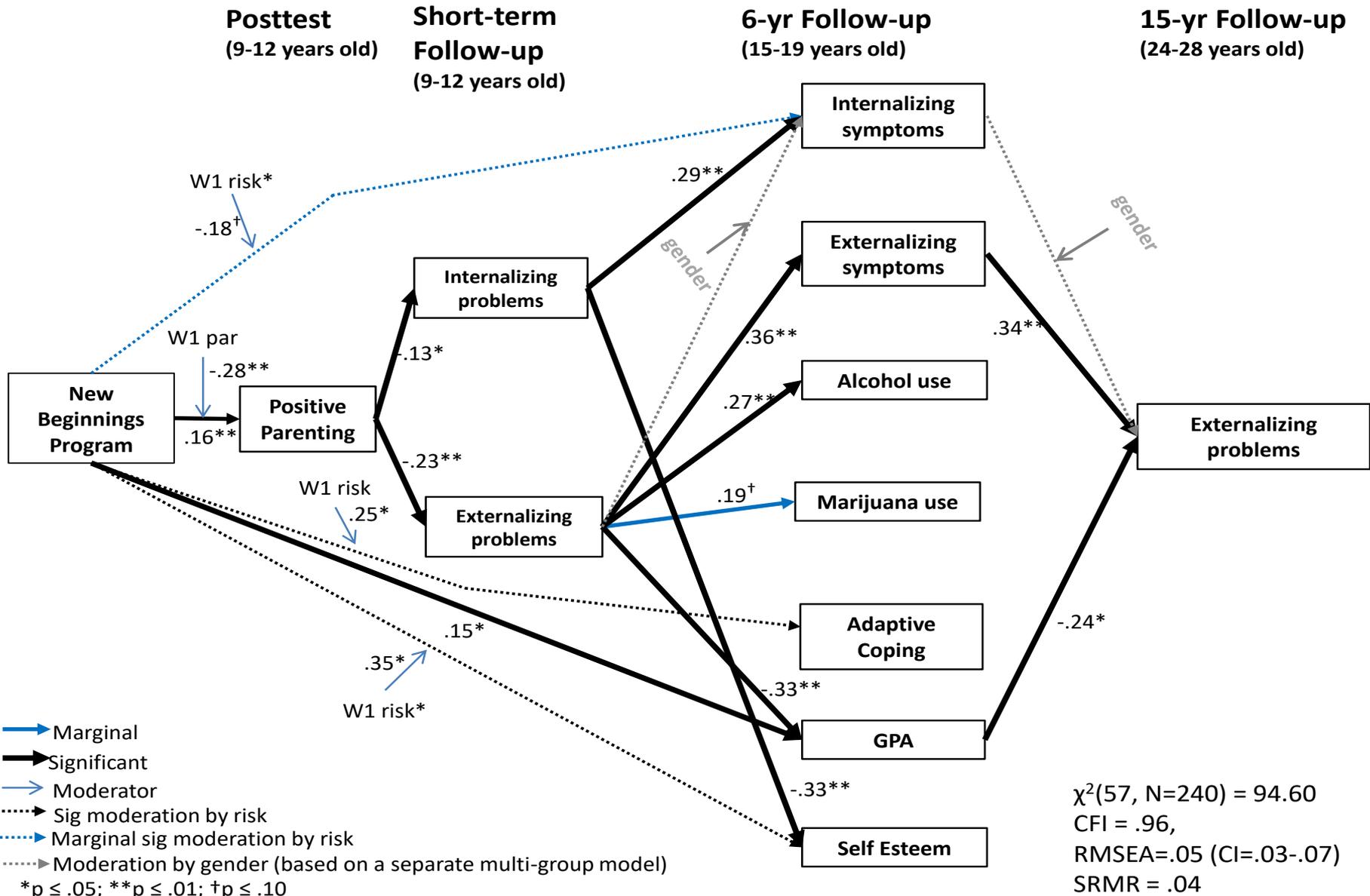
- Program effects occurred on **wide** array of outcomes:
 - Lower rate of onset of internalizing disorders
 - Fewer internalizing and externalizing mental disorders between 6- and 15-year follow-ups
 - Less substance abuse disorders and less use of alcohol, marijuana, other drugs – males
 - Greater work competence
 - More effective coping
 - More positive attitudes toward parenting
 - More positive, responsive parenting – males
 - Fewer problematic beliefs about divorce
 - Less mental health service use (young adults and mothers) and fewer criminal justice costs
 - ❖ Savings = \$1,077/family; Cost of NBP = \$633/family

Onset of Internalizing Diagnosis between 6- and 15-Year Follow-ups



Onset of Internalizing Symptoms in the Last 15 Years Hazard Probability





$\chi^2(57, N=240) = 94.60$
 CFI = .96,
 RMSEA=.05 (CI=.03-.07)
 SRMR = .04

Summary of Research on Efficacy of NBP

- Two randomized, experimental trials
- Positive short-term results
- Positive long-term results
 - 6-year and 15-year follow-ups
- Effects occurred under tightly controlled conditions
 - Program delivered with exceptional levels of fidelity