

The Family Networks Project: Supporting Family Confidence, Competence, and Community Connections

PI: Cheri Shapiro, Ph.D.

Parenting and Family Research Center

University of South Carolina

Lead Agency: South Carolina First Steps to School Readiness

Interim Project Coordinator: Kristie Musick

Part C Coordinator

BabyNet Early Intervention System

Funding Source: Quality Improvement Center for Early Childhood

Project Partners



- Lead Agency: South Carolina First Steps to School Readiness
 - Home of BabyNet, state entity charged with IDEA Part C service provision
- Parenting and Family Research Center, Dept. of Psychology, University of South Carolina
 - PI and Project Evaluator
- South Carolina Department of Disabilities and Special Needs
 - Early intervention and service coordination provider for 70% of BabyNet-eligible families
- Children's Trust of South Carolina
 - State agency charged with prevention of child maltreatment and lead agency for Community-Based Child Abuse Prevention (CBCAP) funds
- South Carolina's Early Childhood Comprehensive Systems Initiative
 - Collaborative state effort to support health and well-being of children 0-5

Project Aims



- Strengthen families of young children with developmental disabilities
 - Promote positive parent functioning
 - Promote positive child functioning
 - Prevent child maltreatment



Why?



- Young children with developmental disabilities may be especially vulnerable to maltreatment
 - Rates of maltreatment highest for children under 2 years of age
 - Rates of maltreatment higher among youth with disabilities (Sullivan & Knutson, 2000, *Child Abuse & Neglect*, 24, 10, 1257-1273.)
- Strengthening families may be the best way to prevent or reduce the likelihood of child maltreatment
 - U.S. Triple P System Population Trial—positive results at a population level (Prinz, Sanders, Shapiro, Whitaker, & Lutzker, 2009, *Prevention Science*, 10, 1-12.)
 - Protective factors identified by Strengthening Families through Early Care and Education initiative (Center for Study of Social Policy, 2004)
 - Parent resilience, social connections, knowledge of parenting and child development, concrete supports in time of need, healthy social and emotional competence in children

How will we accomplish our aims?



- Intervene at the family level
 - Stepping Stones Triple P-Positive Parenting Program (SSTP)
 - Evidence-based
 - Designed specifically for parents of children with disabilities
- Intervene at the community level
 - Preventing Child Abuse and Neglect through Parent-Provider Partnerships (PCAN)
 - Designed specifically to support effective parent-provider partnerships
- Conduct two studies simultaneously to meet these goals



Target Population (for both studies)

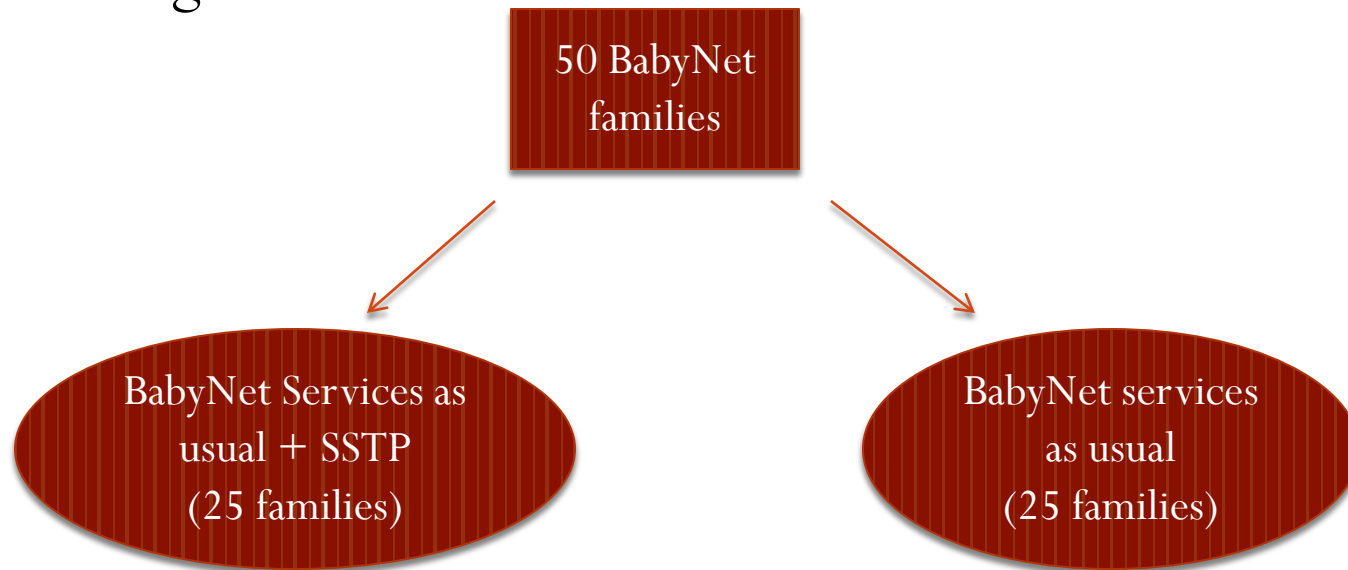


- BabyNet eligible children ages 11-23 months
- No prior history of child maltreatment
- Not likely to need lengthy out-of-home hospital stays during the one year time frame of the study
- Families willing to allow in-home project activities
- Referred by BabyNet Service Coordinators
- Screened by Family Networks Project Staff

Study One Goals and Design (DHEC Region 3)



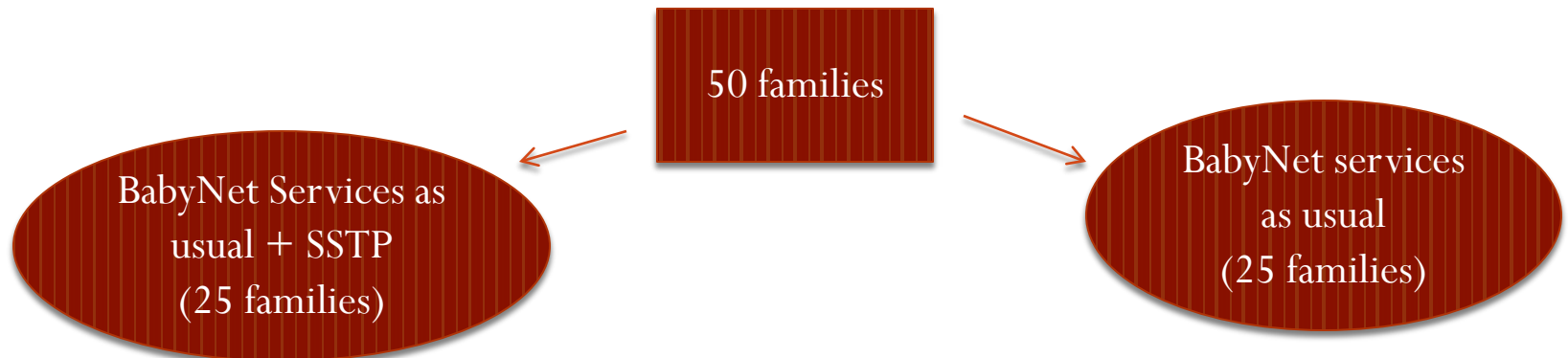
- Examine initial efficacy of SSTP with parents of very young children with developmental disabilities
- Extends the evidence base to include parents of children below age 2



Study Two Goals and Design (DHEC Region 2)



- Examine incremental benefit of SSTP for families when combined with PCAN training for IDEA Part C Service Coordinators working with parents of young children with developmental disabilities
- PCAN not yet formally examined with this workforce
- PCAN training will be provided for all Service Coordinators and Supervisors; then can refer families to the project



Stepping Stones Triple P



- Part of the Triple P-Positive Parenting Program System of Interventions
- Triple P interventions have an extensive evidence base
 - Evaluations have occurred in multiple service delivery contexts (e.g. home, primary care, school settings)
 - Evaluations have included a wide variety of populations (e.g. toddlers/preschoolers, children with ADHD and conduct problems, teenagers)
- Common outcomes include reductions in child behavior problems, aversive parenting practices, and improvements in parental self-efficacy
- Concepts of parental self-regulation and minimal sufficiency guide intervention delivery

(Select References: Bor et al., 2002; Hoath & Sanders, 2002; Markie Dadds & Sanders, 2006; Roberts et al., 2006; Sanders et al., 2002, 2003; Turner & Sanders, 2006)

Stepping Stones Triple P

- Aims to improve parental competence and confidence in managing every day parenting challenges for parents of children with developmental disabilities
- 10 session manual-guided intervention
- Key principles:
 - Ensuring a safe, interesting environment*
 - Creating a positive learning environment*
 - Using assertive discipline*
 - Adapting to having a child with a disability
 - Having realistic expectations*
 - Being part of the community
 - Taking care of yourself as a parent*

**common to ALL Triple P interventions*



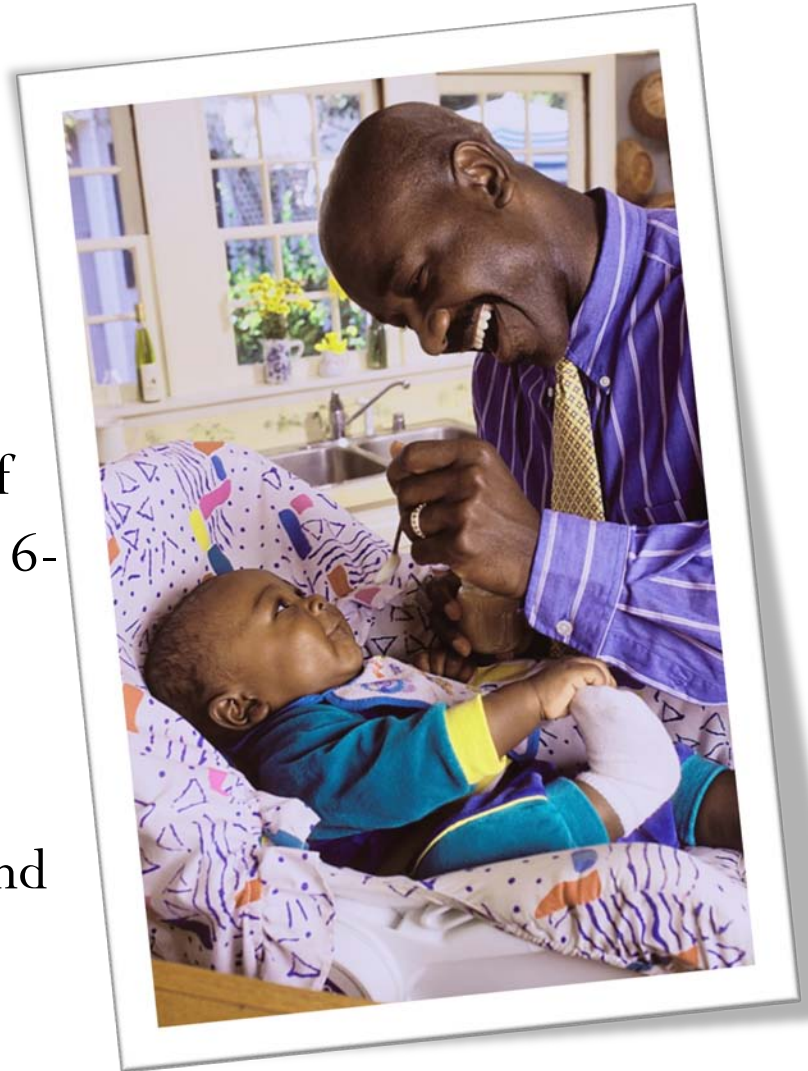
PCAN



- Aims to improve relationships between child care providers and parents of young children
- Developed to increase child care providers & directors understanding of impact of abuse and neglect
- Addresses a range of topics
 - Building collaborative relationships with parents
 - Healthy brain and social-emotional development in infants and toddlers
 - Temperament
 - Culture and caregiving
 - Supportive responses to troubled parent-child relationships
 - Challenging behaviors
 - Understanding and responding to abuse and neglect

PCAN

- PCAN training provided for IDEA Part C Service Coordinators and Supervisors in Study Two
 - Training for Supervisors
 - PCAN topic survey
 - Topics selected will guide choice of PCAN units to be delivered over 3 6-hour training days for service coordinators
 - Will examine impact on parent-service coordinator relationships and child/family outcomes



Study Evaluation



- For families
 - Domains of functioning related to increasing protective factors and decreasing risk factors for child maltreatment
 - Child functioning, parent-child relationship, parenting competence and confidence
 - Relationships with providers
 - Pre (baseline), post (4 months), follow-up (12 months) design
- For Providers
 - Impact of PCAN or SSTP training on knowledge, skills, and confidence (pre/post training)
 - Impact on practice (4 months after training)
- For Organizations
 - On cooperation, collaboration, and relationships



Thank you!

For more information about Triple P visit:

<http://www.triplep.net>

For more information about PCAN visit:

<http://www.zerotothree.org/about-us/funded-projects/pcan/pcan.html>