

Nurturing Parenting Program[®]

Validation Studies

1983 – 2008

The Nurturing Programs are one of approximately 23 parenting programs nationwide that are recognized by the National Registry of Effective Programs and Practices (NREPP) and by the Substance Abuse and Mental Health Services Administration (SAMHSA). The Nurturing Parenting Programs are also recognized by the Child Welfare League of America (CWLA), the Office of Juvenile Justice and Delinquency Prevention (OJJDP) and the Center for Substance Abuse Prevention (CSAP).

The Nurturing Parenting Programs[®] are published by:

Family Development Resources, Inc.

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6. Wagner, K.F., "Parenting Education and Child Welfare Recidivism: A Comparative Study of the Nurturing Parenting Program Graduates and Non-Graduates of Fresno County" Abstract, May 2001

1. Alvy, K. & Steele, M., "AT&T sponsored Nurturing Parenting Program for Teen Parents" Research Report, 1992

Summary:

During the 1991-92 school years, six school districts in southern California and 11 school districts in northern California implemented the Nurturing Parenting classes for teen parents. Results indicated that 16 of the 17 participating school districts/agencies showed a drop in the rate of teen pregnancies. Improved access to resources was reported in re-enrollment in GED or vocational programs, childcare programs, health care programs, housing services and legal services. School personnel indicated that there had been a noticeable reduction in abusive parent-teen interactions. Additional findings showed a significant increase in knowledge related to appropriate child-rearing techniques, and significant increases in Expectations, Empathy, Alternatives to Corporal Punishment and Appropriate Family Roles as measured by the Adult-Adolescent Parenting Inventory (AAPI).

2. Baxter, R. & Chara, K., "The Nurturing Parenting Program: Evidence for the Success of a Parenting Program" Research Report, 1995

Summary:

Thirty-three families referred for charges of child abuse and neglect by the Department of Human Services from a Midwestern town were ordered to attend the Nurturing Parenting Program. Pre and post testing was done on 21 parents (20 female; 1 male). Results from administration of the Adult-Adolescent Parenting Inventory (AAPI) found significant ($p < .005$) improvement in all parenting constructs measured by the AAPI: Expectations of Children; Empathy; Alternatives to Corporal Punishment; and Appropriate Family Roles.

3. Bavolek, S.J., Henderson, H.L., and Shultz, B.B., "Reducing Chronic Neglect in Utah" Research Report, 1987

Summary:

In January 1986, a program was implemented designed to reduce chronic neglect in families living in the Salt Lake City Metropolitan area. A total of six agencies throughout the Salt Lake Metropolitan Area implemented the Nurturing Parenting Program with families experiencing chronic child neglect during a two-year period. Four of the agencies were Division of Family Services; one Family Support Center; and one social services agency of the Church of Jesus Christ of Latter-Day Saints (LDS Social Services). A total of 125 adults began attending the 15-week Nurturing Parenting Program. A total of 103 adults completed the program for a participation rate of 82%.

A review of the data indicates the vast majority of the parents participating in the project and attending the Nurturing Parenting Program were females (73%), White (88%), approximately 30 years old, unemployed (47%), with some high school experience (58%), and a family income of under \$8,000 (51%). A total of 37% of the mothers were currently married while 59% indicated they were divorced, single, widowed, or separated from their spouses. Seventy-two percent (72%) of the families had three or more children under the age of eight years.

Pre and post data gathered from the administration of the Adult-Adolescent Parenting Inventory (AAPI) indicate significant ($p < .001$) positive changes occurred in the parenting and child-rearing attitudes of neglecting parents. These changes reflect more appropriate expectations of children, increase in the empathic awareness of children's needs, a reduction in the belief of using corporal punishment, and more appropriate family role recognition of children and parents. A personality profile of the neglecting parents who participated in the study was developed.

Adults were requested to complete the 16PF Personality Inventory prior to (pre) and subsequent to (post) their participation in the Nurturing Program. A review of the data shows significant differences between personality characteristics of males and females attending the Nurturing Program ($p < .05$).

Females tend to be more shrewd, apprehensive, self-sufficient, but less careless of social rules than males. Males on the other hand tend to be more dominant, tough minded, but easily intimidated. Males also tended to be more impractical but more intelligent than females. Males and females both tended to be experimenting.

The Family Environment Scale (FES) was utilized to determine the impact of the treatment on the ways parents of neglected children perceived their interaction patterns. An analysis of variance was employed to test for treatment effect among and between parents over time. A review of the information indicated significant ($p < .001$) positive changes in family interaction patterns. Family cohesion, expressiveness, organization, independence, achievement, reaction, cultural and moral interactions increased while family conflict and control decreased. No significant differences were found between males and females and between males and females over time.

4. Bavolek, S.J., "Building Nurturing Parenting Skills in Teen Parents: A Validation of the Nurturing Program for Teen Parents" Research Report, 1987

Summary:

In the spring of 1986, a project designed to increase the nurturing skills of teen parents was undertaken. The purpose of the project was to develop and validate a home-based/group-based intervention designed to treat the abusive parenting practices of teen parents and to prevent the initial occurrence of abusive parenting practices in teen mothers identified as 'high risk' for physical and emotional maltreatment or neglect.

Eighty percent (80%) of the teen parents were single. Eighty-eight percent (88%) indicated they were unemployed. Twenty-one percent (21%) of the teens indicated they were abused or neglected by their mother; 22% indicated they were abused or neglected by their father. Of this group, 4% indicated they were sexually abused. In addition, 47% of the teens indicated they have been abused by their boyfriends and/or girlfriends.

Twenty-one percent (21%) of the teens indicated they were abused or neglected by their mother; 22% indicated they were abused or neglected by their father. Of this group, 4% indicated they were sexually abused. In addition, 47% of the teens indicated they have been abused by their boyfriends and/or girlfriends.

Parenting Attitudes

Pretest and posttest data gathered from the administration of the Adult-Adolescent Parenting Inventory (AAPI) indicated:

- Significant ($p < .001$) increases in age-appropriate parental expectations of children.
- Significant ($p < .001$) overall increase in the ability of teen parents to be empathically aware of the needs of their children.
- Significant ($p < .001$) decrease in the belief of corporal punishment as a means of disciplining children.
- Significant ($p < .001$) decrease in reversing parent-child family roles.

Parent Knowledge

Teen parents were administered an informal multiple choice quiz on behavior management. Pretest and posttest assessment indicated a significant ($p < .001$) overall increase in knowledge of appropriate techniques to manage the behavior of young children.

Program Evaluation

Teen parents were asked to complete an evaluation of the program at the completion of the final session. Ninety-seven percent (97%) of the teen parents indicated the program had an overall positive impact on improving their parenting skills.

5. Bavolek, S.J., "Validation of the Nurturing Program for Parents and Adolescents: Building Nurturing Interactions in Families Experiencing Parent-Adolescent Conflict" Research Report, Winter 1987

Summary:

In the fall of 1986, a three-year extensive research project was undertaken designed to assess and reduce parent-adolescent conflict in families referred for services for family dysfunction. Families reported to Departments of Social Services for adolescent abuse and/or neglect; families with adolescents identified by the courts as delinquent, or wards of the state; and families seeking services to reduce perceived parent-adolescent conflict, participated in the study.

Procedures

Fifteen sites throughout the country participated in the study. Parents and teens were asked to complete a battery of inventories to assess demographic characteristics, parenting attitudes, family intervention patterns, and knowledge of parenting practices.

Findings

1. A total of 152 parents and 155 adolescents from 15 national sites participated in the field testing of the program. Of this total, 18% were ordered by the courts to attend.
2. Seventy percent (70%) of the adults were female; 30% were male.
3. Forty-nine percent (49%) of the adolescents were female while 51% were male.

Parenting Attitudes and Knowledge of Parents

Pretest and posttest data gathered from the administration of the Adult-Adolescent Parenting Inventory (AAPi) to adults indicated:

- Parents had significantly ($p < .001$) decreased their belief in corporal punishment and family role reversal, while significantly increasing ($p < .001$) their empathic awareness of teens' needs and appropriate developmental expectations.
- Parents had significantly ($p < .001$) increased their knowledge of appropriate strategies in behavior management as measured by the Nurturing Quiz.

Family Interaction Patterns

Parents and adolescents who participated in the field testing of Prototypes I and II of the Nurturing Parenting Program were requested to complete the Family Environment Scale (FES). Responses to the FES range from a low of 1 to a high of 10 with scores ranging from 4 to 6 somewhat average.

Adolescent posttest responses indicated a significant ($p < .002$) decrease in family conflict ($x = 6.2$ to $x = 4.1$) and in intellectual/cultural activities ($x = 5.2$ to $x = 2.9$). Other data tended to indicate an increase in family cohesion, independence, and control, while a decrease in family experiences although none of the increases were significant. Posttest responses by the parents indicated significant ($p < .001$) increases in family cohesion, expressiveness, independence, and intellectual/cultural activities. Parent responses also indicated significant ($p < .001$) decreases in conflict ($x = 4.2$ to $x = 3.2$) and intellectual/cultural activities ($x = 4.9$ to $x = 3.8$). Other areas tended to remain relatively the same.

Program Evaluation Questionnaire

Parents (98%) and adolescents (97%) who participated in the study overwhelmingly indicated the program had a positive impact in increasing the quality of their family relationships.

6. Bavolek, S.J., "Validation of the Nurturing Parenting Program for Parents and Children Birth to Five Years: Increasing the Nurturing Parenting Skills of Families in Head Start" Research Report, 1985

Summary:

In the fall of 1984 and spring of 1985, Families enrolled in Head Start programs in a seven-county area in Wisconsin participated in an innovative program designed to increase their parenting and nurturing capabilities and reduce the risk for child maltreatment. The Nurturing Parenting Program for Parents and Children Birth to Five Years was implemented by Head Start staff for both parents and their children birth to five years of age enrolled in home-based and center-based programs. Pretest and posttest data were gathered to assess the effectiveness of the program to increase the nurturing capabilities of both parents and children. Data generated from the pre and post testing indicate:

1. A total of 260 adults were pre-tested in home-based and center-based programs. Sixty-six percent ($N = 171$) participated in the posttest assessment.
2. Parents demonstrated a significant increase ($p < .05$) in their ability to be empathically aware of their children's needs.
3. Parents expressed a significant decrease ($p < .05$) in their beliefs regarding the value of corporal punishment as a means of punishing behavior, and in reversing parent-child role responsibilities.
4. Parents showed a significant increase ($p < .05$) regarding appropriate expectations they have toward the capabilities of their children.
5. Test results further indicate parents made significant increases ($p < .05$) in their knowledge of appropriate alternatives to corporal punishment.
6. On a four-point scale (4 = Strongly Agree), parents expressed favorable ($X = 3.3$) perceptions about the program's positive impact on their role as parents, and favorable ($X = 3.1$) perceptions about the program's positive impact on their children's social, emotional, and cognitive growth and development.
7. An overwhelming number of parents (97%) indicated they would recommend participation in the Nurturing Parenting Program to other parents.

7. Cowen, P.S., "Effectiveness of a Parent Education Intervention for At-Risk Families." *Journal of the Society for Pediatric Nursing*, 6 (2), 73-82, 2001.

Summary

Although many parenting programs exist to prevent child maltreatment, few are supported by research evidence. This study explored whether parents who completed the Bavolek Nurturing Program improved their parenting attitudes.

Secondary analysis of data from a larger study involved a convenience sample of 154 families from 15 county child maltreatment councils.

On the pretest, parents demonstrated scores associated with maladaptive parenting practices. Posttest scores were consistent with nurturing parenting attitudes.

Effective and readily accessible parent education programs are highly indicated for prevention of child maltreatment. It is important for nurses to have the information either to provide effective parent education interventions or to be able to refer parents to effective programs.

8. Devall, E., "Positive Parenting for High-Risk Families." *Journal of Family and Consumer Sciences*, 96(4), 2004,

Summary:

Teen, single, divorced, foster, abusive, substance affected, and incarcerated parents and their children participated in intensive parenting education classes lasting 8 to 24 weeks. Participants were primarily single (58%), Hispanic (60%), and female (60%). Parents showed significant increases in empathy and knowledge of positive discipline techniques, and significant decreases in parent-child role reversals, inappropriate expectations, belief in corporal punishment and oppression of children's independence following the learning experiences.

9. Matlak, S., "A quantitative Analysis of Pikes Peak Family Connections Nurturing Parenting Program"

Research Report, 2003

Summary:

The purpose of the study was to assess the effectiveness of the Nurturing Parenting Programs in imparting positive parenting attitudes. A total of 140 parents completed classes started in 2002. The Adult-Adolescent Parenting Inventory (AAPI-2) was administered to the parents pre and post program. Statistically significant improvements ($p < .001$) were recorded in:

Appropriate Parental Expectations

Highly statistical significant changes (at the .001 level) were evident between pre and post testing. The mean scores rose from 5.5 to 6.8.

Demonstrating Empathy Towards Children's Needs

Highly statistical significant changes (at the .001 level) were evident between pre and post testing. The mean scores rose from 5.3 to 6.7.

Alternatives to the Use of Corporal Punishment

Highly statistical significant changes (at the .001 level) were evident between pre and post testing. The mean scores rose from 5.4 to 7.1.

Avoiding Reversing Parent-Child Family Roles

Highly statistical significant changes (at the .001 level) were evident between pre and post testing. The mean scores rose from 5.5 to 6.8.

Valuing children's Will and Independence

Highly statistical significant changes (at the .001 level) were evident between pre and post testing. The mean scores rose from 5.3 to 6.7.

Reasons for Participation

34 voluntary (23.9%) and 105 system ordered or recommended (73%). There were not statistically significant differences (at the .05 level) between reasons for participation at the pretest level. This indicates that reason for participation had nearly negligible impacts in parenting attitudes for those participating in the program.

Overall Summary

Parents participating in the program during the 2002 year made highly statistically significant changes with regards to their attitudes and knowledge about parenting.

10. Vespo, J.E., Capece, D., Behforoos, B., "Effects of the Nurturing Curriculum (Developing Nurturing Skills K-12 School-Based Curricula®) on Social, Emotional, and Academic Behaviors in Kindergarten Classrooms"

Abstract, 2002

Summary:

Researchers and educators argue that social and emotional development impact academic success and therefore should be targets for intervention. The purpose of this study was to evaluate the effectiveness of the Nurturing Curriculum, which is designed to improve emotional and social behaviors in the classroom.

Two schools, similar in demographic characteristics, from an inner city school district in the Northeastern United States, participated. Eight Kindergarten teachers administered the curriculum during the 2001-2002 academic years to 138 children.

The Nurturing Curriculum is a standardized curriculum published by Family Development Resources, Inc. The kindergarten curriculum has 71 lessons targeting self-image, self-awareness, appropriate expression of feelings, empathy, communication skills, and appropriate peer interaction. The lessons include both an informational and experiential (music, play, role-play, discussion) component. Each lesson is designed to take about 20 to 25 minutes. Teachers were asked to begin the lessons in the fall and continue them throughout the school year, with a target of two lessons per week. They were also asked to keep a checklist with feedback regarding each lesson.

Using a modified version of the Teacher Checklist of Social Behavior, a 7-point rating scale with items ranging from "Never" (1) to "Almost Always" (7), 6 of 7 scales from this instrument were used and 36 separate items were utilized. The scales included were: aggression, dominance, disruptive, socially insecure, academic immaturity, and prosocial behavior.

A series of mixed-model 2 (School) by 3 (Time) ANOVAS and follow-up comparisons revealed that aggression, dominance, disruptive behavior, social insecurity, and academic immaturity significantly decreased and prosocial behavior significantly increased from Time 1 to Time 2 and again from Time 2 to Time 3. These findings were generally consistent across children, classes, and schools. A stepwise multiple regression analysis revealed that seven variables significantly predicted academic immaturity at Time 3, accounting for 82% of the variance in these scores. Arguably, the improvements found could be due to developmental changes over time. To assess this possibility, current findings were compared to those of a control group from a small pilot study conducted in the same schools the year before. None of the measures changed over time in the control group. At the beginning of their respective years, measures were similar for the control group and intervention group, except for aggression, which was higher in the control group. At the end of their respective years, all measures were significantly different between the two groups, indicating greater improvements in the Nurturing Curriculum group, suggesting that these changes were not solely due to normal developmental processes.

11. Welinske, D., "Solano County California Family Strengthening Program"

Final Report, 2003

Summary

The purpose of this project was to assist health, education, and human service leadership of Solano County in implementing best practice models that have been shown to reduce violence and substance abuse within the family and to reduce recidivism rates for formerly incarcerated parents. After analysis, the collaborative chose two models, the *Nurturing Parenting Program for Infants, Toddlers and Preschoolers* and the *Nurturing Program for Families in Substance Abuse Treatment and Recovery* (both for parents and children 0 – 5 years of age).

Findings included significant increases in Appropriate Expectations, Empathy, Belief in Alternatives to Corporal Punishment, Appropriate Family Roles, and Empowering Children

Comparative Program Design Studies

1. **Bavolek, S.J., Keene, R., Weikert, P., "The Florida Study: A Comparative Examination of the Effectiveness of the Nurturing Parenting Programs" Research Report, 2005**

Summary

In the fall of 1999, the Florida Department of Children and Families (DCF) initiated a statewide study designed to assess the effectiveness of parenting programs offered to high risk and abusive/neglecting families referred for parent education. A secondary goal of the study was to compare the outcome data from parents attending Nurturing Parenting Programs to families attending non-Nurturing Parenting Programs.

The Adult-Adolescent Parenting Inventory (AAPI-2) was selected as the common inventory all agencies receiving state funding for parenting programs would administer to the parents they were serving.

Highlights of the demographic data include:

- Approximately 76% of the parents were females; 24% were males.
- Approximately 64% of the parents were White; 25% Black; 9% Hispanic.
- Neglect (67%) was the most frequently reported referral for parenting; abuse constituted only 6% of the referrals.
- The vast majority of parents (55%) earned under \$25,000 annually; 13% earned under \$15,000.

Findings

1. In the first five years FY1999 – FY2004, 116 different agencies throughout Florida participated in the study.
2. A total of 22 agencies implemented the Nurturing Programs, totaling 9,147 matched pairs of data. Of this total, 8 agencies implemented the Nurturing Program for Parents and Their Infants, Toddlers and Preschoolers (Birth to 5) totaling 5,195 matched pairs. Fourteen (14) agencies implemented the Nurturing Program for Parents and Their School-Age Children (5 to 12) totaling 3,952 matched pairs.
3. Of the remaining 94 agencies, 66 agencies indicated they did not use a specific curriculum or made up their own programs from a composite of other programs. Twenty-eight (28) agencies utilized other published parenting programs.
4. A total of 33,001 Adult-Adolescent Parenting Inventories (AAPI-2) were completed and submitted for scoring and analyses. Of this total, 11,061 matched cases (pre and posttest) were utilized for comparison of program outcome data.
5. Parents who completed the Nurturing Program for Parents and Their Infants, Toddlers and, Preschoolers (Birth – 5) had significantly ($p < .001$) higher posttest mean scores in each of the five construct areas of the AAPI-2 than parents in the non-Nurturing Program groups.
6. Parents who completed the Nurturing Program for Parents and Their School-Age Children (5-12) had significantly ($p < .002$) higher posttest mean scores in each of the five construct areas of the AAPI-2 than parents in the non-Nurturing Parenting groups.

1. Bavolek, S.J., McLaughlin, J.A., Comstock, C.M. "The Nurturing Parenting Programs: A Validated Approach for Reducing Dysfunctional Family Interactions" Final Report NIMH, 1983

Summary

The 15-week Nurturing Parenting Program[®] was field tested twice at each of six sites. Data analyses show that a total of 121 parents and 140 children began the program. Of this total, 101 parents (83%) and 118 children (84%) completed the program. Extensive pre/post data collection occurred with parents and their children. Although parents were allowed to bring their children two to twelve years of age to attend the program, only children six to 12 years of age were tested. Parents were administered the 16PF (personality inventory), the Family Environment Scale, The Adult-Adolescent Parenting Inventory (AAPI), the Nurturing Quiz, and a social history questionnaire. Children were administered the Children's Personality Questionnaire (CPQ) or the Early School Personality Questionnaire (ESPO), the Children's Parenting Inventory (CPI) informal self-concept scale, and the Family Environment Scale. Pre/Post analyses on parent measures show the following results:

1. Parents' posttest scores on the AAPI were significantly greater ($p < .05$) in all four constructs measuring appropriate expectations of children, increase in empathy, decrease in the use of corporal punishment, and a decrease in role reversal. These data indicate a positive and significant shift in attitudes and behaviors in parenting and nurturing children among parents.
2. As measured by the 16PF (personality inventory), parents overall show average intelligence, higher than average aggression, lower than average conservatism, undisciplined self-conflict, and disregard for rules. Pretest and posttest data show significant changes in decrease of anxiety ($p < .05$) and decrease in touch poise ($p < .05$).
3. Data generated from the administration of the Family Environment Scale to parents show significant ($p < .05$) increases in family cohesion, expressiveness, and independence, and a decrease in family conflict.

Pretest and posttest analyses on children measures show the following results:

1. Children's scores on the Children's Parenting Inventory (CPI) indicate a significant ($p < .05$) increase in age-appropriate behaviors, gains in empathy, and the use of alternative methods of punishment rather than corporal punishment. Children's scores, however, did indicate a significant shift ($p < .05$) in attitudes toward pleasing and meeting the needs of mom and dad (role reversal).
2. Personality changes measured by the ESPO and CPQ show significant increases ($p < .05$) in assertiveness, enthusiasm, and tough poise.
3. Data generated from the Family Environment Scale show gains in family cohesion, expressiveness, and organization, and decreases in family conflict and independence. However, none of the changes were significant.

Data generated from a year-long follow-up of abusive families completing the program indicated:

- Forty-two percent (42%) of the families are no longer receiving services from County Departments of Social Services for child abuse and neglect. Recidivism was only 7%; that is, only 7 of the 95 adults completing the program had been charged with additional counts of child abuse and neglect.
- Parents overwhelmingly reported that the program did a lot to help them learn new and more appropriate ways to raise children.

2. Broyles, G., Easter, L., Primak, K., Shackford, L., "Nurturing Program Follow-Up Study: Boulder County Department of Social Services Nurturing Program" Research Report, 1992

Summary

Parental violence directed toward children has existed for centuries, but social norms serving to define child abuse and set it apart from accepted forms of discipline have varied greatly over time. Only recently have laws and formal programs sought to establish a uniform definition of child abuse, monitor and report its incidence, and correct those conditions believed to be its root cause. One program designed to break the chain of abuse from one generation to the next is the Nurturing Parenting Program[®], a system of tests, curriculum and teaching methods, aimed at parents and children in homes where physical abuse is believed to be a present or potential problem. Boulder County, Colorado offers the Nurturing Parenting Program (NPP) as an intervention option in cases of substantiated or suspected child abuse. Fifty-three participants in the NPP class in Longmont, Colorado during 1991 and 1992 were sampled to assess that program's effectiveness. An interrupted time-series study was performed, spanning the interval from first observation through one year post-intervention. No substantial re-abuse was found in the study population during this one-year period. The observed rate of study is recommended to further assess program effectiveness and detect patterns useful in the prediction and prevention of child abuse.

3. Matteo-Kerney, C., Benjamin, S., "Rural Virginia Family Nurturing Project: Five Year Evaluation Results"

Abstract, 2004

Summary

1. A total of 487 parents and 193 children participated in Nurturing Parenting Programs[®] implemented in 31 sites throughout rural Virginia. The purpose of the study was to assess the effectiveness of implementing the Nurturing Parenting Programs.
2. 80% of the participants were female; 20% male.
3. 41% of the participants were Caucasian; 51% African-American; 4% Hispanic; and 4% Other.
4. 34% were between 20-29 years of age; 33% were between 30-39 years of age.
5. 80% completed high school or above. 20% reported completing junior high or below.
6. 56% were unemployed while 30% indicated they earned less than \$18,000 annually.
7. 63% of the parents in the community completed 50% or more of the classes. 28% of the parents in correctional facilities completed 50% or more of the classes.
8. The Adult-Adolescent Parenting Inventory (AAPI-2) was administered pre and post program completion. Significant ($p < .001$) changes were found in attitudes regarding appropriate expectations of children, increases in empathy, and in use of alternatives to corporal punishment. Significant changes ($p < .05$) were found in appropriate family roles.
9. Within 30 days after completing the program, 75% reported no alcohol use, 66% reported no tobacco use and 95% reported no marijuana use.

4. Family Service of Milwaukee, Milwaukee, WI, "Outcome Evaluation of Family Service of Milwaukee Parenting Education Programs"

Technical Report, 1997

Summary

The study was administered to program graduates of Family Service of Milwaukee's Parenting Education Programs (the Nurturing Parenting Program (NPP) and Families and Schools Together (FAST) between 1994 and 1996. The project was conducted, in part, to determine the long-term effects of the parenting education programs on parents and children. Completed survey results were obtained for 94 participants. This represents a return rate of 43% (217 attempts were made). The final sample represents 77 Nurturing Parenting Program and 17 Families and Schools Together participants. Program participants had completed the 13-week Nurturing Parenting Program (designed to prevent child abuse and neglect) and the 8-week, school-based Families and Schools Together Program (designed to address drug and alcohol abuse) between 1990 and 1995. The sample was constructed to include "graduates" from both FAST and NPP. Representation in the sample was also partly determined by site of parenting program. The 217 people in the original attempted sample represent more than 10 NPP and FAST programs. Entire programs were selected for inclusion in the sample, but within programs just under half of those who we attempted to contact were surveyed. Participants were contacted by telephone or in person at least six months after completion of the program, and may have been surveyed up to three years after completing the parenting programs. About one-quarter of the surveys were done in person and the rest over the phone. All data were self-reports of parents about themselves, their lives and their families.

Survey respondents were asked several specific questions regarding changes in the relationship with their child, whether their child was doing better in school, whether they were more involved in school activities and whether their child's and their own self-esteem had improved. Ratings were made using a five-point scale ranging from a "high" of 1 to a "low" of 5. Average scores for both FAST and NPP were positive, but an interesting pattern of results emerged. Though not significant, FAST received its most positive average ratings (1.71) in the item assessing improvement of their children's school performance and in improved knowledge and awareness of the effects of drugs and alcohol. The Nurturing Parenting Program received its most positive rating in the item assessing improvement in the parent's relationship with their child (1.74) and the least positive rating in increased school involvement (2.20).

5. Primer, V., "Long-Term Impact of the Nurturing Parenting Program: A Comparison of Parenting Attitudes of Abuse and Neglectful Parents Pre-Program, Post-Program, and at One Year Post-Program Follow-Up"

Research Report, 1991

Summary

The purpose of this study was to assess the immediate and sustained impact of the Nurturing Parenting Program on the parenting attitudes of abusive and neglectful parents who have come to the attention of Social Service Agencies. Such an assessment would lead to: 1) determination of short-term and long-term effectiveness as a component of a treatment plan for abusive and neglectful parents; 2) determination of program strengths and weaknesses, affecting conjunctive interventions in treating these parents; 3) determination of implications for continued use of the Nurturing Parenting Program in such treatment. Utilizing the Adult-Adolescent Parenting Inventory (AAPI) to measure parenting attitudes and four constructs; Empathy, Role Reversal, Expectations, and Belief in Corporal Punishment, a pretest, post-test, and follow-up test one year after program completion were conducted. The results showed that the majority of parents exhibited statistically significant movement towards non-abusive parenting profiles on each construct at the completion of the program. Follow-up data indicated that the majority of those tested maintained their non-abusive profiles more than one year after completing the program. Moreover, nearly 50% showed continued statistically significant increases in positive parenting attitudes in each of the four constructs. A small percentage did not maintain non-abusive profiles on the constructs of Empathy and Role Reversal. Further inquiry into this reversal revealed difficult life circumstances and little support for positive parenting, indicating that existing appropriate attitudes toward parenting are strongly influenced by environment.

6. Safe Child, Raleigh NC, "An Evaluation of the Nurturing Parenting Program at Safe Child" Executive Summary, 2002

Summary

The purpose of this evaluation is to provide information to Safe Child on the impact of the Nurturing Parenting Program on participants. Staff were interested in determining participants' satisfaction with the program, participants' retention of learning over time, and participants' ability to apply what was learned to difficult parenting situations.

A survey instrument was developed, aligned to the goals and objectives in the program, and validated for content (through expert review). The items on the instrument included four problem-solving vignettes. Using standardized telephone interviewing, twenty-six individuals were interviewed. Eighteen (28%) of those individuals were program participants and eight (64%) were individuals on a waiting list to enter the program.

The major findings include:

- Program participants were consistently able to suggest more positive parenting strategies when given difficult parenting situations (i.e. vignettes) than those on the waiting list.
- Participants reported an increase in self-esteem since beginning the program.
- Both groups (participants and those on the waiting list) were equally able to identify children's physical and emotional needs, developmentally appropriate discipline strategies, and emotions.
- All participants (100%) expressed satisfaction with the Nurturing Parenting Program and all (100%) would recommend the program to friends and families.

7. Wagner, K.F., Parenting Education and Child Welfare Recidivism: A Comparative Study of the Nurturing Parenting Program Graduates and Non-Graduates of Fresno County

Abstract, May 2001

Summary

This study examined data from 199 parents with active child abuse cases referred to the Nurturing Parenting Program (NPP) between April 1997 and July 1998 by the Family Reunification Program of Fresno County Department of Children and Family Services (DCFS). The sample included 104 NPP graduates and 95 non-graduates. All parents were reunified or had ongoing unsupervised contact with at least one child in the family. A comparative study of the recidivism patterns of graduate and non-graduate parents was conducted. Data were analyzed to compare number of parents with recidivism, time sustained before recidivism occurred, differences in severity of the original and recidivism offenses, and the prevalence of parental substance abuse and domestic violence in the home at the time of each offense. Results showed significantly less recidivism within the graduate group as compared to the non-graduate group. Time sustained without recidivism was significantly longer for graduates than for non-graduates. Physical abuse was reduced by almost fifty percent (50%) for graduates with recidivism offenses. Findings suggest that the NPP graduates are at lower risk for repeated child abuse than non-graduates, appear to use less physical violence when recidivism does occur, and sustain longer without recidivism than non-graduates. Additional findings indicate that the Nurturing Parenting Program may have a mediating influence on parental substance abuse and domestic violence in the home.