

# **Nurturing Parenting Program®**

## Validation Studies

### **1983 – 2014**

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2. Vespo, J.E., Cooper, D., Behforooz, B., "Effects of the Nurturing Curriculum on Social, Emotional, and Academic Behaviors in Kindergarten Classrooms" Journal of Research in Childhood Education 2006, Vol. 20, No. 4

## **Pre-Post and Longitudinal Follow-Up Design Studies**

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2. LPC Consulting Associates, Inc. Birth & Beyond Home Visitation Program. *Nurturing Parenting Program Child Protective Services, Outcomes Report, July 2010 through June 2013*. Family Support Collaborative. Child Abuse Prevention Council of Sacramento, North Highlands, Ca. October 2013.
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9. 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
10. Family Service of Milwaukee, Milwaukee, WI, "Outcome Evaluation of Family Service of Milwaukee Parenting Education Programs" Technical Report, 1997
11. Broyles, G., Easter, L., Primak, K., Shackford, L., "Nurturing Program Follow-Up Study: Boulder County Department of Social Services Nurturing Program" Research Report, 1992
12. 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
13. 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

## **Pre-Post Design**

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1. **Daire, Andrew P., Greenridge, Wendy L., The University of Central Florida "A Cross Cultural Investigation of the Nurturing Father's program Outcomes."** 2014  
Summary:  
The impact of having a nurturing father has been well documented in the literature. This study examined what differences existed in parental attitudes and behaviors among African-American, Hispanic, and White participants following participation in the Nurturing Father's Program. Results indicated that all three groups improved significantly in their parenting attitudes and behaviors, as measured by the Adult and Adolescent Parenting Inventory-2, upon completion of the program. However, White participants showed greater levels of improvement than African American participants and Hispanic participants showed greater levels of improvement than both African American and White participants in different AAPI-2 constructs. Practice implications and implications for future research are discussed.
2. **Daire, Andrew P., Greenridge, Wendy L., Johnson, Nicola, The University of Central Florida "Parental Attitudes and Behaviors of Participants in the Nurturing Father's Program."** 2014  
Summary:  
The presence of a nurturing father is crucial in fostering healthy child and adolescent development and overall well-being. This study examines the impact of the Nurturing Father's Program on parenting attitudes and behavior of its participants as measured by the Adult and Adolescent Parenting Inventory – 2. Results indicate that participants have significantly positive increases in overall parenting attitudes and behaviors along with significant increases in the five AAPI-2 subscales (expectations, empathy, corporal punishment, role-reversal, and power/independence). Education level is positively related to these gains, while age is negatively correlated. Additionally, married fathers show significantly greater gains in the program than fathers who are single or separated/divorced. The authors discuss the results and offer suggestions for future research.
3. **Brotherson, S., Saxena, D., Tichy, A. North Dakota State University – Fargo, ND. "Nurturing Parenting Program in North Dakota. Project Overview and Year-End Report for 2010-2011."** March

## 2012.

### Summary:

The *Nurturing Parenting Program* (NPP) was selected by the state of North Dakota for usage as its primary parent training program with families involved in the child welfare system. The program operates at multiple sites across the state under the direction of a grant provided by the ND Department of Human Services - Children & Family Services Division. Currently, the program is implemented by the NDSU Extension Service, in partnership with the statewide network of Parent Resource Centers and local agencies. This project overview and report summarizes basic findings from the operation of the *Nurturing Parenting Program* in North Dakota during the 2010-2011 year of operation (July 1, 2010 to June 31, 2011).

A summary of the program and participation data, based solely on the AAPI summary measures, indicates the following:

- NPP operated at 10 sites in North Dakota in 2010-2011 (increase of 3 sites over 2009-10).
- 24 NPP program sessions were offered in 2010-2011 (increase of 7 sessions over 2010-11).
- The number of sessions offered at each site were: (1) Belcourt, ND – 4; (2) Bismarck, ND – 4; (3) Devils Lake, ND – 1; (4) Dickinson, ND – 1; (5) Fargo, ND – 2; (6) Harvey, ND – 1; (7) Jamestown,, ND – 2; (8) Jamestown, ND – TRCC – 4; (9) Minot, ND – 4; (10) Valley City, ND – 1
- Number of Families in Class Ages 0-5 Sessions = 87
- Number of Families in Class Ages 5-12 Sessions = 102
- Number of Families in Community-Based (TRCC) Class Sessions = 49
- Total Number of Families Enrolled in Sessions = 238
- Total Number of Families that Completed Sessions = 148
- Total Percentage of Families Completing Sessions = 62.2%

The data utilized here is from the AAPI measures used to evaluate the program; additional participation data may be available but was not accessible to the authors of the program report at the time of preparation.

#### 4. **Bavolek, S., Keene, R., Miranda, G., Radcliff, J. Prevention and Early Intervention Component of Imperial County, "Implementation of the Nurturing Parenting Programs with Latino Families in Imperial County, California. 3 year report. June 2009-July 2012. January 4, 2013**

### Summary:

Between July 2009 and June 2012, the Imperial County Office of Education located in El Centro, California, a rural county bordering on the Mexican border implemented a county-wide parenting initiative. The initiative became known as the Imperial Valley Nurturing Parenting Program, a cooperative effort between the Imperial County Office of Education (ICOE), Student Well-being and Family Resources and the Imperial County of Behavioral health Services, Children's Division.

From the fall of 2009 to the fall of 2012, Imperial County implemented three different Nurturing parenting programs:

- The Nurturing Parenting Program (NPP) for Parents and their Infants, Toddlers and Preschoolers, a 15 to 20 session group and home based program;
- NPP for Parents and their School-Age Children, a 15 session group-based program;
- NPP for Parents and their Adolescents, a 12 session group-based program.

These three programs were implemented a combined total of sixty-three times. Eight hundred and twenty-seven (357) families, 95% Hispanic, participated in approximately 1,014 group-based and home based parenting classes. With each class running approximately 2.5 hours, 2,535 hours of parenting instruction was provided families of Imperial County. A summary of the findings indicate:

- Posttest mean scores for the Adult-Adolescent Parenting Inventory (AAPI-2) all show positive increases compared to the pretest mean scores in each of the five sub-scales (Constructs).
- Three of the five AAPI Constructs displayed the biggest gains made by the parents' pre to posttest mean scores. The Constructs were B (Empathy), Construct C (Alternatives to Physical Punishment), and Construct E (Power and Independence).
- The single largest gain was made in Construct B: Empathy where the mean posttest score showed a significant positive gain ( $p > .001$ ). Empathy is the critical parental characteristic that allows positive nurturing parenting skills to be practiced. The second and third largest gains were in Alternatives to Physical Punishment ( $p > .01$ ) and Power and Independence ( $p > .05$ ).
- In a norm-referenced inventory, scores that fall into the 1 to 3 sten range reflect parenting practices that are high-risk for child maltreatment. Posttest data analysis measured a substantial drop in all five AAPI-2 posttest mean scores out of the high-risk range. Construct B: Empathy had an 18% drop in high risk scores. That is, the percentage of parents expressing high-risk parenting beliefs in Empathy at the pretest level was 23%. The posttest level was 5%.
- Construct C: Physical Punishment had the second biggest drop in the percentage of posttest mean scores from the high-risk 1 to 3 sten range. These differences were measured from a 14% pretest rate to a posttest 5.64% posttest rate representing an 8% difference.

The results show the successes that Imperial County achieved through their systematic efforts. Over 800 Hispanic families completed parenting education classes without being ordered by the courts to attend. This remarkable achievement challenges the widely held myth that parents won't attend parenting classes because of some stigma that parenting classes are only for families with problems.

5. **International Rescue Committee, Research and Validation, "Family based intervention against child abuse and neglect for young parents involved in a youth and livelihoods program in Liberia: A Pilot project to build evidence around the potential for parenting skills training to protect children from abuse, neglect and exploitation." International Rescue Committee. www.rescue.org. New York, NY. November 2011**

Summary:

"Family based intervention against child abuse and neglect for young parents involved in a Youth and Livelihoods program in Liberia" was a pilot project to address the family-based protection risks facing children in Liberia; advance the Child and Youth Protection and Development Unit's (CYPD) technical priorities; and respond to the gap in knowledge around the adaptability, acceptability, effectiveness, and scalability of parenting program models implemented in conflict, post-conflict and disaster affected settings.

Between December 2010 and April 2011, the pilot parenting program provided approximately 200 young mothers between the ages of 17 and 31 with a ten-session parenting program. This pilot parenting program utilized the Nurturing Parenting Program's (NPP) Easy Reader Curriculum and was implemented through the existing training and program structure of the IRC's Empowerment of Adolescent Girls and Young Women Program (EPAG), a three-year initiative supported by the World Bank, the Nike Foundation, the Government of Denmark, and the Government of Liberia.

The Adult-Adolescent Parenting Inventory (AAPI-2) assessment was the primary instrument used to collect quantitative data at baseline and endline regarding the parenting and child-rearing beliefs of adult and adolescent parent participants and trainers. The assessment was filled out by participants themselves using pencil and paper; each question was read aloud giving participants time to write the answer through a multiple choice methodology. The AAPI-2 assessment contains forty questions designed to identify parenting beliefs with a known correlation to abusive childrearing behaviors. These parenting beliefs fall into five constructs:

(A) Inappropriate Parenting Expectations; (B) Lack of an Empathetic Awareness of Children's Needs; (C) Belief in the Use and Value of Corporal Punishment; (D) Parent-Child Role Reversal; and (E) Oppressing Children's Power and Independence. The AAPI-2 is a norm-referenced inventory. As such, raw scores are converted into sten scores (based on a standard sten scale), which identify "where an individual stands in relation to a normal distribution of scores" (Bavolek, 2005). Sten scores range from 1-10. Low sten scores (1-3) have been demonstrated to indicate a high risk for abusive parenting behaviors; scores ranging from 4-7 represent the "normal" range of parenting beliefs and moderate risk for abuse. High sten scores (8-10) indicate positive, nurturing parenting beliefs.

A comparison of pre and post AAPI-2 tests allows us to assess changes in beliefs that the NPP believes are required for changes in parenting behavior to occur. While participant scores were low overall, the majority of communities saw improvements in participant scores at post-test in all five AAPI-2 constructs.

During the AAPI-2 pre-test, the majority of participants fell into the high-risk category across all five constructs. While the majority of participants remained in the high-risk category at the time of the AAPI-2 post-test for each of the construct areas, an average of 15% of participants moved out of the high-risk category into the medium risk category for each of the AAPI-2 constructs.

A paired t-test of participant results pre- and post-test was done to examine the likelihood that the improvement in participant results was due to chance, rather than to the pilot parenting program. The results in all construct areas were either very or extremely statistically significant. Thus, we can report with a 95% confidence level, that the pilot parenting program is effective at promoting more positive parenting beliefs.

6. **Montañez, M., Devall, E., VanLeeuwen, D., "Social Capital: Strengthening Mexican-American Families through Parenting Education" Journal of Family and Consumer Sciences, 102, NO. 3, 2010.**

Summary:

Social capital can be a useful theoretical basis for understanding how to work with at-risk communities to increase their capacities across a range of family issues. Social capital has been described with an emphasis on resources linked to a network of individuals who have membership in a group (Bourdieu, 1986). In this view, social capital is an asset, the value of which is determined by the size of the network and the volume of the capital (Bhandari & Yasunobu, 2009). Social capital also has been defined with an emphasis on the relationships among members of the networks (Coleman, 1990) and marked by reciprocity, information channels and flow of information, and norms enforced by sanctions (Bhandari & Yasunobu, 2009); Putnam, 1993). In this study, the authors stress the importance of these definitions of social capital and demonstrate how incorporating each into parenting programs leads to greater knowledge of parenting and improved parenting skills of participants. The working definition of social capital in this study has two components. First, *capital* refers to commodities such as community access to expert resources and knowledge – the parenting classes as a community commodity or asset. Second, the concept of social capital incorporates the value of the relationships that exists among members of the family systems and members of larger social networks.

7. **Bavolek, S., "Nurturing the Families of Hawaii: Program to Build Nurturing Parenting Skills for the Prevention of Child Abuse and Neglect." Final Report for FY 2008-09 submitted to Department of Human Services, Honolulu, HI. August, 2009.**

Summary:

The Nurturing Program, evidence based parenting program, was modified and implemented to meet the specific needs of the families. Participation in the program is voluntary. Forty-four 12 session programs were implemented statewide. A total of 356 parents participated in the Nurturing the Families of Hawaii Parenting

program. A total of 1157 inventories were completed. Of this total, 220 parents (62%) completed all 12 program sessions. The data generated from the administration of the Adult Adolescent Parenting Inventory (AAPI-2) indicate that posttest mean scores in all five parenting patterns measured by the AAPI-2 showed significant increases. The data also show that parents who completed the 12 session program had significantly higher posttest mean scores than the pretest mean scores of parents who dropped out. Posttest mean scores show significant positive increases between the pre and posttest scores on the Nurturing Skills Competency Scale (NSCS) in knowledge of common parenting practices. Posttest mean scores show a significant increase in the frequency of use of appropriate, nurturing parenting practices.

8. **Bavolek, S., "Nurturing the Families of Hawaii: Three Year Program to Build Nurturing Parenting Skills for the Prevention of Child Abuse and Neglect. Final Report for FY 2005-08 submitted to the Department of Human Services, HI. February, 2009.**

Summary:

A three year, state-wide parenting project designed for the primary prevention of child abuse and neglect was implemented in Hawaii from July 2005 to June 2008. One hundred fifty-two 12 session programs were implemented statewide. A total of 1443 parents participated in the Nurturing the Families of Hawaii Parenting program. Of this total, 759 parents (53%) completed all 12 program sessions. Posttest mean scores in all five parenting patterns measured by the AAPI-2 showed significant increases. Parents who completed the 12 session program had significantly higher posttest mean scores than the pretest mean scores of parents who dropped out. Posttest mean scores show a significant increase in the frequency of use of appropriate, nurturing parenting practices.

9. **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.

10. **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.

11. **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.

12. **Vespo, J.E., Capece, D., Behforooz, B., "Effects of the Nurturing Curriculum (Developing Nurturing Skills K-12 School-Based Curricula<sup>®</sup>) 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.

13. **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.

14. **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.

15. **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).

16. **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.

17. **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.

## 18. **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.

19. **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.

### **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.
2. **Veso, J.E., Cooper, D., Behfrooz, B, "Effects of the Nurturing Curriculum on Social, Emotional, and Academic Behaviors in Kindergarten Classrooms" Journal of Research in Childhood Education 2006, Vol. 20, No. 4**

Abstract:

Researchers and educators argue that social and emotional development affect academic success, and therefore should be targets for intervention. It is strongly suggested that such intervention begin during kindergarten. 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. Eight kindergarten teachers conducted the Nurturing Curriculum throughout the school year. Aggression, dominance, disruptive behavior, socially immature behavior, and academic immaturity decreased significantly over time. Prosocial behavior increased significantly over time. Comparison to a cohort not exposed to the Nurturing curriculum indicated that these improvements are not simply due to normal developmental changes in emotional and social behaviors. Collectively, the emotional and social behaviors measured accounted for 82 percent of the variance in academic immaturity at the end of the school year. Thus, the Nurturing Curriculum positively influenced social, emotional, and academic behaviors in kindergarten classrooms.

### **Pre-Post and Longitudinal Follow-Up Design Studies**

1. **Brock, Donna-Jean P., Marek, Lydia I., Matteo-Kerney, Cheryl, Bagby, Tammy, "Open Groups: Adaptations in Implementing a Parent Training Program" 2013.**

Summary:

Background: Programs that focus on positive parenting have been shown to improve parental attitudes, knowledge, and behaviors, and increase parent and child bonding. These programs are typically conducted in a closed group format. However, when individual or community needs are more immediate, programmers sometimes opt for an open group format. To determine the effectiveness of this adaptation to an open group format, the present study compared both groups on parental outcomes.

Methods: Both closed and open group formats were offered and implemented between January 2009 and December 2012. Participants for both formats were recruited through similar means and the format placement for each family was determined by the immediacy of the need for an intervention, the time lapse until a new cycle would begin, and scheduling flexibility. Chi-Square analyses were conducted to determine demographic differences between the two groups and gain scores were calculated from the pre- and post-test AAPI-2 scales within a mixed MANOVA to determine group format effectiveness.

Results: Though open groups contained higher risk families; parental outcome improvements were significant for both groups. All participants, regardless of group membership, demonstrated the same statistically significant improvements following completion of the program.

Conclusion: Findings provide support for adapting group formats when necessary to fit community and individual needs.

2. **LPC Consulting Associates, Inc. Birth & Beyond Home Visitation Program. Nurturing Parenting Program Child Protective Services, Outcomes Report, July 2010 through June 2013. Family Support Collaborative. Child Abuse Prevention Council of Sacramento, North Highlands, Ca. October 2013.**

Summary:

This report provides CPS outcome findings for families served between July 1, 2010 through June 30, 2013. During that three-year time period, Birth & Beyond served 4,600 home visitation families and 9,752 children. The 2010-2013 Outcomes Study for the Birth & Beyond Program has retained the same methodology used each year, with variations and enhancements as resources permitted.

CPS Outcomes, Post-Program

- The percent of families with referrals to CPS declined from 52% pre-program to 16% post-program, a drop of 70%.
- The percent of families closed for at least one year with referrals to CPS declined from 50% pre-program to 18% post-program, a drop of 64%.
- The percentage of families with substantiated CPS reports declined from 28% pre-program to 4% post-program, a drop of 88%.
- The percentage of families closed for at least one year with substantiated CPS reports declined from 27% pre-program to 4% post-program, a drop of 85%.
- The rate of referral to CPS declines dramatically from pre-program (52%), to the time during program services (20%), and continued to decline after families leave Birth & Beyond home visiting services (16%).
- Among the 934 families who entered the Birth & Beyond home visiting program with no prior CPS involvement (48% of study cohort), less than 1% had a substantiated report to CPS one year post-program.

- Rates of change for teen parents and for parents with substantiated reports of abuse and/or neglect when they were children are even more dramatic (from 41% pre-program to 3% post-program for teens; from 64% to 7% for parents abused as minors).
- Higher levels of NPP lessons correspond with lower levels of referral to CPS post-program.

Birth & Beyond is not only a form of primary prevention, but also early intervention and a resource for evidence based parenting education. These findings are particularly striking for young parents and for parents whose own childhood included referrals to CPS for abuse and/or neglect.

3. **Maher, E. J., Marcynyszyn, L. A., Corwin, T. W., & Hodnett, R. (2011). Dosage matters: The relationship between participation in the Nurturing Parenting Program for Infants, Toddlers, and Preschoolers and subsequent child maltreatment. *Children and Youth Services Review, 33*, 1426-1434. DOI: 10.1016/j.childyouth.2011.04.014**

Summary:

This article uses statewide data on caregivers of young children referred to the Nurturing Parenting Program (NPP) for allegations of abuse and neglect to examine the relationship between program dosage and subsequent maltreatment. At six months after participating in the program, caregivers who attended more sessions were significantly less likely to be *reported* for child maltreatment, holding other factors constant. At two years after participating, caregivers attending more sessions were significantly less likely to have a substantiated maltreatment incidence, controlling for other characteristics of families associated with maltreatment. These findings demonstrate the program can be effective for preventing short-term allegations and longer-term substantiated incidences of maltreatment for a child welfare population. By demonstrating the importance of participation in a promising program, we increase the evidence about effective programs for this population.

4. **Maher, E. J., Corwin, T. W., Hodnett, R., & Faulk, K. (in-press). A cost-savings analysis of a statewide parenting education program in child welfare. *Research on Social Work Practice*. Summary:**

This article presents a cost-savings analysis of the statewide implementation of an evidence-informed parenting education program. Between the years 2005 and 2008, the state of Louisiana used the Nurturing Parenting Program (NPP) to impart parenting skills to child welfare-involved families. Following these families' outcomes through August 2010, increased program attendance was associated with significant reductions in substantiated incidences and re-reports of child maltreatment (Maher, Marcynyszyn, Corwin, & Hodnett, 2011). Program costs and benefits (cost savings) were calculated using program, workforce, and administrative data. The benefit-cost ratio of 0.87 demonstrates that the NPP approaches cost neutrality in a short time period, without the consideration of long-term benefits or benefits to other systems. A review of current cost analyses in child welfare and a framework for conducting this type of analysis in a child welfare setting are provided.

5. **Hodnett, R.H., Faulk, K., Dellinger, A., Maher, E, Evaluation of the Statewide Implementation of a Parent Education Program in Louisiana's Child Welfare Agency. August 2009**

Summary:

The study examines the effectiveness of the NPP, a 16-week group and home-based program that targets parents and other caregivers of infants, toddlers, and pre-school children involved in the child welfare system. OCS contracts with 10 community-based social service providers across the state of Louisiana to operate a Family Resource Center (FRC) through which parenting services are offered. Extensive training and technical support was provided to FRC staff on the NPP prior to implementation in 2006.

The sample included 564 participants referred by OCS to the FRC for parent education and training related to their infant, toddler, or pre-school child. The findings of this evaluation provide overall support for the continued use of the NPP in a child welfare setting for parents and other caregivers of infants, toddlers, and pre-school children. Client retention ranged from 46 percent to 85 percent across providers, with an overall retention rate of nearly 70 percent of program participants (n=564). This rate is significantly higher than research on other similar programs implemented in child welfare systems (Gershater-Molko, Lutzker, & Wesch, 2003).

Results demonstrated significant and positive improvements in all five Adult and Adolescent Parenting Inventory-2 subscales: (a) Inappropriate Parental Expectations, (b) Parental Lack of an Empathic Awareness of Children's Needs, (c) Strong Belief in the Use and Value of Corporal Punishment, (d) Parent-Child Role Reversal, and (e) Oppressing Children's Power and Independence. Furthermore, for all subscales of the AAPI-2, there was substantial movement from the high-risk category prior to participation to the low/medium-risk category following participation in NPP. Results also indicated that dosage does matter. For individuals who had high rates of attendance (attended at least 14 out of the 16 weeks), the odds of maltreating post-participation were 73 percent lower than for those with lower rates of attendance (OR=0.27).

6. **Palusci, V.J., Crum, P., Bliss, R. & Bavolek, S.J., Changes in Parenting Attitudes and Knowledge Among Inmates and Other At-Risk Populations After a Family Nurturing Program, *Children and Youth Services Review 2007*, doi: 10.1016/j.childyouth.2007.06.006**

Summary:

Parenting dysfunction can lead to child abuse and neglect, and parent education programs have been developed to improve parenting attitudes, knowledge and practices. We modified the Family Nurturing Program to be implemented among inmates, parents in substance abuse recovery and other at-risk populations and measured its effects on parenting knowledge and attitudes.

Multiple groups with 8-10 participants each were held in five different settings: county jail substance abuse rehabilitation program, county jail batterers intervention program, residential substance abuse treatment facility, general community referrals, and community parenting camp program. Baseline risk for potential child maltreatment was measured using the Child Abuse Potential Inventory, and parenting attitudes and knowledge were measured using the revised Adult Adolescent Parenting Inventory (AAPI-2).

Among 781 participants recruited, 484 were incarcerated. No significant differences in changes in parenting attitudes were noted based on location. Males showed greater improvement in AAPI-2 scores in all groups, with greater gains in knowledge about empathy, expectations and use of corporal punishment. Those with high abuse potential showed greater improvements.

A parenting program based on the Family Nurturing Program results in improvements in parenting attitudes and knowledge in multiple at-risk populations. While program implementation at the locations was different, changes in scores were related to participant gender, number of classes and prior child abuse potential risk.

7. **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<sup>®</sup> 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.

8. **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.

9. **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.

10. **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).

11. **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.

12. **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.

13. **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<sup>®</sup> 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.