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# Creating Parenting-Rich Communities

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R2P compiles, on an ongoing basis, annotated bibliographies on various child welfare topics and related fields. The bibliographies are as inclusive and detailed as possible. Most entries include the following sections:

**The Study:** describes the project or program, location, number served, and purpose of the program.

**The Methods:** details how the study was conducted, who was involved, what instruments were used, and the rates of and reasons for attrition.

**The Findings:** lists outcomes of the study and possible implications for the field.

**R2P Evaluation:** helps the reader to evaluate the usefulness of the full publication. This section highlights, for instance, readability, the significance for practice, and the applicability of the results.

Not every article, book, or other publication in the annotated bibliography fits the above format. Some publications are not research driven but are nonetheless useful to the field. These entries may have only two sections: The Study and R2P Evaluation.

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## **General Articles on Parenting**

**Amato, P. R., & Fowler, F. (2002). Parenting practices, child adjustment, and family diversity. *Journal of Marriage and Family*, 64, 703–716.**

- *This article reported findings from a study of parenting practices and child outcomes for children between the ages of 5 and 18. The authors interviewed parents and children ages 10 to 17.*

**The Study**

- Many studies of parenting practices do not reflect family diversity. Most are based on white, two-parent families. It is therefore difficult to determine if previously identified effective parenting practices are relevant across race, ethnicity, culture, and other types of family characteristics.
- The goal of this study was to determine if effective parenting practices identified in previous studies are relevant to all families.
- Most studies conclude that children thrive in an environment where they receive love and support from parents, are given rules to follow, and spend time with their parents in positive communication.
- Some studies, however, have suggested that socioeconomic status (SES) and neighborhood play a large role in parenting. Some neighborhoods mean children need more authoritarian parenting.

**The Methodology**

- The authors used data from two waves of the National Survey of Families and Households. The first wave was from 1987 to 1988 ( $n = 3,400$  parents).
- The second wave occurred between 1992 and 1994. The researchers interviewed the same parents. In addition, they interviewed 1,331 children between the ages of 10 and 17.

**The Findings**

- Results from Wave 1 indicated that, consistent with prior studies, children responded positively to supportive parenting with an absence of harsh punishment. Contrary to previous studies, the researchers found no evidence that parental monitoring was related to child functioning.
- The research indicated that single mothers may have a more difficult time monitoring their children ( $p < .10$ ).
- Overall in both Wave 1 and Wave II, the researchers found little difference in parenting styles based on gender, race, or SES.

**R2P Evaluation**

- This article provided a very thorough literature review that examined parenting style and SES, race, gender, or other differential. The study examined parenting style by many demographic variables and found almost no differences among them.

**Bonds, D. D., Gondoli, D. M., Sturge-Apple, M. L., & Salem, L. N. (2002).**  
**Parenting stress as a mediator of the relation between parenting support and optimal parenting. *Parenting: Science and Practice*, 2, 409–435.**

- *This study examined direct and indirect relations between parenting support and general social support and how they affect optimal parenting.*

### **The Study**

- Several studies indicate that warm and involved parenting positively influences child and adolescent social, emotional, and academic adjustment.
- The literature includes several articles on social support and parenting. This study was different in that it distinguished between general social support and parenting support.
- The study measured parenting stress and general psychological distress as potential mediators.
- The researchers developed two hypotheses for the study:
  - Parent stress, not general psychological distress, would mediate the relationship between parenting support and optimal parenting.
  - General psychological distress, not parenting stress, would mediate the relationship between general social support and optimal parenting.

### **The Methods**

- The researchers culled self-report data from 165 married mothers with a firstborn child in the 4th grade. Most participants were white and lived in a Midwestern U.S. city.
- The researchers distributed a revised parent version of the Child's Report of Parental Behavior to mothers. Other measures used included the Symptom Checklist 90–Revised, Parental Stress Items Scale, and Interpersonal Support Evaluation List.

### **The Findings**

- The statistical findings suggested that the relationship between parent support and optimal parenting was a function of parental stress, not general psychological distress.
- The research also suggested that increasing mothers' parenting support could potentially improve the lives of both mothers and their children.
- The mothers in this study experienced low levels of general psychological distress, which indicated the Symptom Checklist 90–Revised measure was inappropriate.

### **R2P Evaluation**

- The study had several limitations, which the authors detailed in the discussion section, including appropriateness of measures, bias of self-selection and self-administered tools, and a lack of generalizability; however, the research and tools can be adapted and warrant replication with different demographics.

**Chen, Z., & Kaplan, H. B. (2001). Intergenerational transmission of constructive parenting. *Journal of Marriage and the Family*, 63, 17–31.**

- *The research presented in this article spanned two decades of data collection on intergenerational transmission of constructive parenting.*

### **The Study**

- Many studies support the idea of intergenerational transmission of harsh parenting. This study examined constructive or authoritative parenting, particularly for parents of older children.

### **The Methods**

- For this study, the researchers defined constructive parenting through psychological state, interpersonal relationships, social participation, and role-specific modeling of parents.
- Hypothesis I: The parent's psychological state affects the child's development into adulthood.
- Hypothesis II: Positive interpersonal relationships between parent and child will contribute to child's development as a parent.
- Hypothesis III: Active social participation by a parent indirectly affects his or her child's constructive parenting.
- Hypothesis IV: A model of good parenting will directly affect a child's constructive parenting skills.
- The researchers performed three waves of data collection with the same sample: as children at age 13 in 1971 in Houston, Texas ( $n = 7,618$  children); as youth in their 20s between 1980 and 1988; and as young adults in their 30s between 1993 and 1997. The final sample was adults who were now parents ( $n = 2,338$ ).

### **The Findings**

- Adolescents who perceived strong parenting from their parents showed less psychological disturbance, better interpersonal skills, and more social participation.
- Interpersonal relationships and social participation in early adulthood predicted constructive parenting in middle adulthood.
- Specifically, interpersonal relationships, social participation, and role-specific modeling explained the continuity of constructive parenting from generation to generation.

### **R2P Evaluation**

- This study featured original research on the inheritability of parenting skills. The research was strong, and the sample size was large. The authors hypothesized that attrition may have occurred for those who may not have experienced constructive parenting when they were children. The results should be interpreted cautiously.

**Clarke-Stewart, K. A. (1998). Historical shifts and underlying themes about rearing young children in the United States: Where have we been? Where are we going? *Early Development and Parenting*, 7, 101–117.**

- *This article highlighted many of today’s social commentaries on child rearing and child development. The author explored recurring historical themes in child rearing.*

**The Study**

- The author argued that all new child development and parenting practices could actually be traced back to similar issues that have recurred throughout U.S. history.
- In the 17th century, three child-rearing themes existed: rearing children in a safe and uncorrupt society, education, and autonomy of the family.
- In the 18th century, philosophical opinion influenced child rearing, society had a growing criticism of mothers, parents searched for balance between strictness and leniency.
- In the early 19th century, people encouraged poorer mothers to send their children to infant schools, whereas they encouraged wealthier mothers to educate their children at home.
- In the late 19th century, experts felt that children should be allowed to develop naturally without being pushed into early education.
- The turn of the century saw a dual track of development depending on SES.
- In the 1920s, one influential expert stated that children needed regimented lives with little affection.
- In the 1930s and 1940s, an influx of nursery schools began, because experts believed that parents were too permissive.
- The 1950s introduced Dr. Spock as the foremost expert on child rearing.
- In the 1960s, introduced compensatory education for young children.
- The 1970s introduced parent education.
- The 1980s produced the term *at risk* and pushed mothers to stay at home.
- The 1990s produced more sophisticated studies that attempted to link developmental delays and risks to parental behaviors and actions.
- Seven recurring themes were evident through U.S. history:
  - People debated how best to rear children.
  - Good child rearing and education creates better people.
  - Parents are eager to listen to experts.
  - Expert opinion changes to suit one’s needs.
  - Child-rearing practice shifts from one decade to the next.
  - The mother’s role as child caregiver shifts with each decade.
  - Society debates how children should be treated.

**R2P Evaluation**

- This article highlighted shifts in child-rearing practices and parents’ roles throughout U.S. history. The author ended the article by showing the repetition of such themes. This is an important study for its policy implications.

**Coleman, P. K., & Karraker, K. H. (1998). Self-efficacy and parenting quality: Findings and future applications. *Developmental Review, 18(1), 47–85.***

- *This research explored a body of literature on parent self-efficacy and its possible use as a variable in developing parent education courses.*

**The Study**

- Many parents view raising children as a wonderful opportunity; for others, parenting is a daunting task. The authors examined these phenomenon with regard to self-efficacy.
- The authors hypothesized that studying parent self-efficacy would positively influence future work with at-risk parents.
- The authors defined *self-efficacy* as the belief in one’s own ability to perform a particular behavior.
- Parent self-efficacy is:
  - Knowledge of appropriate child care responses,
  - Confidence in one’s abilities as a parent, and
  - The belief that one’s child will respond accordingly and that the family is supportive.
- The authors developed a chart listing task-specific parent self-efficacy categories, areas of behavioral competence, and potential child outcomes, all based on a literature review.
- Research has linked child abuse with low levels of parent self-efficacy.
- Some research suggests that parent self-efficacy is linked to the parent’s childhood experiences. Others believe culture affects parent efficacy. A third view is that the mother’s interaction with other mothers helps develop efficacy, and a fourth theory is that the mother’s cognitive behaviors during pregnancy shape efficacy.
- Research has demonstrated that parents who grew up impoverished tend to have less self-efficacy and undermine their own feelings of worthiness and competence compared with nonimpoverished parents.
- Studies on parental self-efficacy by ethnic group have shown divergent results based on ethnicity.

**R2P Evaluation**

- This expansive literature review compiled dozens of studies on self-efficacy to show patterns in parents’ behaviors. The research is ideal for influencing parenting courses for new parents in a variety of settings and stresses the need to pay attention to parents’ self-esteem and confidence.

**Deutsch, F. M. (2001). Equally shared parenting. *Current Directions in Psychological Science*, 10(1), 25–28.**

- *The author explored the concept of equally shared parenting. Researchers designed this concept to combat the phenomenon of unequal parenting, in which the mother does most of the child rearing.*

**The Study**

- Many parents tend to fall into traditional and unequal parenting roles after they have children.
- Research has found that:
  - Inequality of child rearing occurs in even the most liberal of families, and
  - Inequality is likely to be a direct result of the new division of labor.
- Society places significant pressure on mothers to be perfect.
- Powerful cultural myths can lead to unequal parenting.
- Couples that share all child-rearing duties from birth are more likely to resist conventional images of mother and father duties.
- Couples that practice equally shared parenting do so because:
  - The couple shares a belief in an equalitarian ideology,
  - The mother is invested in her career,
  - The father has no other compelling opportunities, or
  - The couple shares a joint commitment to parenting.
- More research studies on equally shared parenting are needed. They should include research by:
  - Ethnicity,
  - Job type, and
  - The introduction of other children into the family.

**R2P Evaluation**

- This short article introduced several studies on the division of labor in new families. Overall, readers could use the article as a template for new research studies on parenting and the division of parenting duties.

**Domitrovich, C. E., & Bierman, K. L. (2001). Parenting practices and child social adjustment: Multiple pathways of influence. *Merrill-Palmer Quarterly*, 47, 235–263.**

- *This study explored parenting practices, children’s perceptions of their parents and peers, and social adjustment. The authors were interested in studying the links among the three variables.*

### **The Study**

- The authors explored the idea that a child’s relationship with his or her parents affects the child’s social development and influences his or her choices in peer friendships.
- The key to this research is the child’s perception of parent-child relationships.

### **The Methods**

- The sample came from rural regions in the United States and included 71 girls and 69 boys in fourth grade. Most were white and from two-parent families.
- The measures included a parenting practices rating scale and a loneliness scale for the children.

### **The Findings**

- There was one significant gender finding—mothers of boys rated themselves as more warm and supportive compared with mothers of girls ( $p < .05$ ).
- Significant positive relationships existed between mothers’ reported parenting practices and children’s perceptions of parents (findings ranged in significance from  $p < .05$ , to  $p < .01$ , to  $p < .001$ ). This meant that good parenting practices by mothers positively influenced how their children felt about their parents.
- Significant positive relationships existed between all children’s perspectives of peers and children’s perception of parents (findings ranged in significance from  $p < .01$  to  $p < .001$ ).
- Other findings included child prosocial problem solving positively linked with support by mothers ( $p < .001$ ), child aggression linked with maternal hostility ( $p < .05$ ), and low levels of loneliness in children linked with paternal support ( $p < .05$ ).
- The possibility existed that parents also responded to their children’s behavior and in turn influenced the parents’ own behavior.
- A limitation of the study was that the researchers only used mothers’ reports for actions of both parents.

### **R2P Evaluation**

- This study responded positively to theories of child social adjustment in the literature, however, the study did not have a sample that could lend itself well to generalizability in the field as a whole.

**Etaugh, C., & Folger, D. (1998). Perceptions of parents whose work and parenting behaviors deviate from role expectations. *Sex Roles*, 39, 215–223.**

- *This study examines employment and nurturance variables of parents.*

### **The Study**

- Researchers study mothers in their employment and family roles more often than they study fathers. Few studies on the roles of the father exist.
- This study focused on how others perceived parents' roles in employment and family. Variables included perceptions of nurturance, job performance, and stress.

### **The Methods**

- The study included 112 females and 88 males enrolled in a Midwestern university.
- The study asked students to assess one of eight vignettes.

### **The Findings**

- The participants viewed full-time working parents as more competent, more stressed, and less nurturant caregivers than parents with reduced workloads.
- The participants rated fathers with full-time jobs as more competent caregivers than fathers with reduced workloads. Perceptions of mothers using the same variables were neutral.
- Full-time working mothers were rated as less nurturant than full-time fathers.
- The participants perceived mothers as having more stress than fathers. Overall, they rated mothers as being more competent and nurturant caregivers than fathers.
- Perceptions of the students may have been based on stereotypes and parent-role assumptions.

### **R2P Evaluation**

- The results of this study are not generalizable due to the predominantly white demographics of the study (91% of the students were white).
- The results do support earlier studies using similar hypotheses.

**Farkas, S., Johnson, J., & Duffett, A. (n.d.) *A lot easier said than done: Parents talk about raising children in today's America.* State Farm Insurance Companies.**

- *This report featured findings from a 2002 survey of parents. The goal of the study was to report on the challenges parents face raising children in the 21st century.*

**The Study**

- The authors reviewed existing parent surveys, conducted 12 focus groups, and phoned a random sample of 1,607 parents of children between the ages of 5 and 17 years.

**The Methods**

- The researchers conducted surveys between July 31 and August 15, 2002. Parents comprised a nationwide sample.
- The researchers conducted focus groups in March and April 2002 in Connecticut, Texas, Virginia, and Tennessee. In August and September 2002, they held focus groups in Alabama, Ohio, and California.

**The Findings**

- Parents reported that in today's society, it is difficult to raise children due to harmful messages and physical dangers.
- Parents were worried about their children's exposure to television.
- Parents were concerned about how to raise children to become responsible adults.
- It was difficult for parents to determine which parenting strategy worked best or was most appropriate.
- Parents had to change tactics when parenting teenagers.
- Low-income and single parents were more likely to worry about money, health insurance, and their children's friends.

**R2P Evaluation**

- This report gave detailed summations for survey responses and included a methodology section and results of the actual survey. The report also included many qualitative responses from the 12 focus groups in each of the findings sections.

**Goldberg-Arnold, J. S., Fristad, M. A., & Gavazzi, S. M. (1999). Family psychoeducation: Giving caregivers what they want and need. *Family Relations*, 48, 411–417.**

- *The research reported in this article highlighted a parenting program for parents of children with behavioral disorders.*

### **The Study**

- Research has shown that some young children and a greater number of adolescents experience depression and possibly other mood disorders that can last several months or years.
- Parents of children with mental or behavioral disorders experience high levels of stress that can be divided into three categories:
  - Situational stress caused by interactions with the mentally ill family members,
  - Societal stress caused by negative attitudes and a lack of support, and
  - Stress caused by inadequate or misinformed service providers.
- Research is beginning to show promising results for psychoeducational interventions with families of children with mood disorders.
- The Multi-family Psychoeducation Group (MFPG) was the model used for this study. MFPG included six sessions for parents and children, meeting as separate groups. The six sessions included understanding mood symptoms, medical treatment, individual and family treatment, communication, problem solving, and general family issues.

### **The Methods**

- The study included 35 families. They were mostly white, and the children were between the ages of 8 and 11. The families were randomly divided into treatment ( $n = 18$ ) and waiting-list control ( $n = 17$ ) groups. The researchers conducted pretests and posttests as well as a six-month follow-up assessment.

### **The Results**

- After treatment, parents reported increased knowledge about mood disorders and increased knowledge about social supports. Fewer parents reported increased ability to use coping skills or any attitude change. At the six-month follow-up, a significant number of parents reported positive attitude changes ( $p < .02$ ).

### **R2P Evaluation**

- The program featured in this study was for families with a behaviorally or mentally challenged child. The results were especially interesting in the six-month follow-up, which showed that over time, parents were able to adapt the training to their interactions with their child and thus develop more positive attitudes toward that child.

**Holden, G. W., & Miller, P. C. (1999). Enduring and different: A meta-analysis of the similarity on parents' child rearing. *Psychological Bulletin*, 125, 223–254.**

- *The research in this article examined three types of child-rearing data and made comparisons across time, number of children, and situations.*

**The Study**

- This study asked: Are parents' responses to their children static across time, or do responses change with the child's age?
- The study also examined the similarities of parenting. Parenting similarity contained three components:
  - Stability of parent behaviors across time,
  - The extent to which parents treat all their children the same way, and
  - Child rearing across situations or different contexts.

**The Methods**

- A search of the literature found an initial 132 studies for possible inclusion.
- For inclusion in the meta-analysis, studies had to meet five criteria:
  - Direct assessment of parents,
  - An absence of clinical samples,
  - Sufficient statistical data,
  - Mothers only, and
  - Measurement of behaviors, not intentions.
- Final sample included 87 studies—56 of parent behavior over time, 13 of parent behavior with different children, and 20 of parent behavior across situations.

**The Findings**

- The researchers could characterize child rearing by variation and change.
- Child rearing was both enduring across populations yet different in individual families.
- Parental monitoring of a child's activities was the one variable that best reflected individual parental differences.
- Attitudes toward maternal investment were relatively stable over time.
- Cross-study analysis showed that parenting was less consistent than that found in individual studies. This may indicate that parents' reactions vary given the situation with children at different age levels. A meta-analysis would therefore highlight these differences.
- Parents may be highly effective at one child development level and less effective at another.
- For a variety of reasons, a parent may feel closer to one child over another child.
- To react to a given situation, parents need variability and flexibility.

**R2P Evaluation**

- This meta-analysis was very thorough, with a detailed literature review and graphical representation of the evaluation findings.

**Kotchick, B. A., & Forehand, R. (2002). Putting parenting in perspective: A discussion of the contextual factors that shape parenting practice. *Journal of Child and Family Studies*, 11, 255–269.**

- *The authors of this article examined how outside variables affect parenting. Variables included ethnicity and culture, socioeconomics, and neighborhood or community.*

### **The Study**

- The literature review cited studies that have shown warmth, affection, support, involvement, consistency, and monitoring to be parenting practices that lead to positive social and cognitive development in children.
- Designers have created family intervention programs to help parents correct maladaptive parenting practices, however, many parenting programs occur in a vacuum and do not consider a family's external influences.
- This study sought to identify external factors and their influences on parents to better inform parenting practices.
- Some publications show an influence of race and culture on parenting practices; however, little empirical evidence supports this. Some studies have compared parenting practice by ethnicity. For example, Chinese parents focus more on control and achievement when compared with white parents. The authors noted that more studies feature white parents.
- Poverty can adversely affect parenting practice. Some studies have shown that regardless of ethnicity, poorer parents were more likely to use physical discipline and less likely to monitor their child's activities. Other studies link parental education levels with level of physical discipline.
- Studies have shown that control, monitoring, supervision, and respect for authority are good parental skills for certain dangerous or impoverished neighborhoods.

### **R2P Evaluation**

- The ultimate goal of this article was to influence future research on parents. The authors were concise in their use of literature to bolster their arguments. This article would be helpful for any agency looking to create a parenting program or modify an existing one.

**Locke, L. M., & Prinz, R. J. (2002). Measurement of parental discipline and nurturance. *Clinical Psychology Review*, 22, 895–930.**

- *The purpose of this study was to measure the accuracy of assessment tools designed to gather parent information on discipline and nurturance with an overall objective of learning about parenting style and practices.*

**The Study**

- The study defined parenting styles as the quality of parenting—the warmth or hostility with which a parent reacts to the child.
- Parenting practices were the acts of parenting, such as hugging or spanking.
- Researchers have conducted evolving measurements of discipline and nurturance over the past 20 years.
- The study examined the validity of the research methods of parenting styles and practices.
- The study defined discipline as a technique used to “encourage appropriate behavior and prevent misbehavior.”
- The study defined nurturance as “a means of achieving specific positive child outcomes.”

**The Methods**

- The authors examined measurement studies of discipline from the past 20 years.
- They also examined youth questionnaires on parental discipline and nurturance.
- Finally, they reviewed questionnaires and interviews administered to parents on nurturance over the past 20 years.

**The Findings**

- The study concluded that no set standards for the measurement of discipline or nurturance existed.
- The researchers identified some measurements as more reliable and valid than others.
- Discipline measurements often focused on ineffective or problematic parenting methods.
- The ways a parent exhibits discipline and nurturance change as the child develops.
- Parents’ reports on parenting style and practice may not have corresponded with how they actually parented.
- Researchers have made more measurements of discipline than of nurturance in the last 20 years.

**R2P Evaluation**

- This study compared several measurements of parent discipline and nurturance. The results may be useful for researchers interested in studying parenting practices.

**Marshall, N. L., Noonan, A. E., & McCartney, K. (2001). It takes an urban village: Parenting networks of urban families. *Journal of Family Issues*, 22, 163–182.**

- *The authors examined the theory of urban villages in several types of racial and ethnic communities. Evidence showed that parents with strong social networks tended to have more socially competent children.*

### **The Study**

- This study asked two questions:
  - Is there evidence of an urban village?
  - Do urban parents' social ties outside the immediate family affect their child's development?
- Urban villages can vary greatly, with residents from many places, some with family close by and others with none. Urban parents are more likely to have heterogeneous networks of support than suburban or rural parents are.

### **The Methods**

- The study sample included 75 African American, 67 white, and 64 Hispanic children in first through fourth grade with varied socioeconomic backgrounds. The researchers also interviewed one parent of each child, usually the mother or female guardian. Of the parents, 49% were married or in two-parent homes, 35% were single parents, and 16% were in homes with both parents and extended family.
- The study measured parent social networks using emotional support, network homogeneity, social and cognitive stimulation, neighborhood social ties, and availability of supportive adults.
- The researchers examined three aspects of parenting: warmth, parental cognitive stimulation, and efficacy.
- A child well-being scale measured depression, behavior problems, school performance, and social competence.

### **The Findings**

- Findings were different for each ethnicity and race. African American and Hispanic American families had more extended family within walking distance than white families ( $p < .01$ ); however, white families were more involved with their neighbors ( $p < .01$ ).
- Children of parents with strong neighborhood ties were more socially competent, were less depressed, and according to parents, did well in school.

### **R2P Evaluation**

- This study brought together several ethnic and racial groups to study neighborhood dynamics and child outcomes. The implications for the field are great, and evaluation designers can use, replicate, or adapt this study in many different areas. The outcomes may be generalizable for other large urban areas.

**Newcomb, M. D., & Loeb, T. B. (1999). Poor parenting as an adult problem behavior: General deviance, defiant attitudes, inadequate family support and bonding, or just bad parents? *Journal of Family Psychology*, 13, 175–193.**

- *This article explored parenting and adult deviant roles. The authors tested three theories: Poor parenting reflects general deviance, associations between poor parenting and other deviant behaviors stem from deviant attitudes, and adult deviance is predicted from family support and bonding during adolescence.*

### **The Study**

- Research has disagreed on the question of how adolescent problem behavior affects later adult behavior. Some studies show that deviant behavior continues into adulthood, whereas others show people growing out of these actions.
- The authors examined associations among poor parenting, drug problems, social conformity, and criminal activity in a sample of mothers.
- They also tested the predictability of adult deviant attitudes for poor parenting and evaluated the effect of family support on prediction of poor parenting.

### **The Methods**

- Data came from the Longitudinal Study of Growth and Development at the University of California, Los Angeles. The sample for this particular study included 186 mothers' data from years 4 and 17 of the longitudinal study.
- The sample included mothers of varied ethnicity and socioeconomic level.
- The study used several measures, including the Parental Acceptance–Rejection Questionnaire for Mothers. The researchers developed other scales for the study.

### **The Findings**

- They study found a positive relationship between poor parenting and other problem behaviors among adult mothers.
- Significant relationships existed between criminal activities/drug use and cold, ineffective parenting.
- Parenting is not a stand-alone adult behavior. It is constantly affected by other adult relationships and attitudes.
- Religion influenced a mother's use of obedience and discipline.
- Mothers who used marijuana were more likely to neglect their children than mothers who did not use the drug.

### **R2P Evaluation**

- The authors presented the findings in graphic form which was helpful for interpretation. The findings, although potentially generalizable, should be used with caution because more research needs to be conducted on these variables, especially as they relate to the effect of child temperament on parent behaviors.

**Pinderhughes, E. E., Dodge, K. A., & Bates, J. E. (2000). Discipline responses: Influences of parents' socioeconomic status, ethnicity, beliefs about parenting, stress, and cognitive-emotional processes. *Journal of Family Psychology, 14*, 380–400.**

- *The goal of this study was to predict parent behavior by assessing responses to hypothetical vignettes about child misbehavior.*

### **The Study**

- Several studies have linked socioeconomic status with parenting practices. Some studies have found that parents who placed high value on the effect of their parenting behaviors were more affectionate and loving, whereas parents (especially fathers) who believed that parenting had little effect on child outcomes tended to use more discipline.
- Low-socioeconomic-status families tended to experience more stress, be more punitive, be living in a single-parent situation, have several children, and have at least one unplanned pregnancy.
- This study examined socioeconomic status and ethnicity as separate variables and their contributions to parental attitudes toward discipline.

### **The Methods**

- The researchers drew the sample from the Child Development Project. Families lived in Nashville or Knoxville, Tennessee, and Bloomington, Indiana.
- The final sample consisted of 585 families: 393 cases of two-parent families, 188 cases of mother-only households, and 4 cases of father-only households.
- The researchers conducted interviews with the parents. They also asked the parents to respond to hypothetical situations.

### **The Findings**

- European American parents made fewer hostile attributions toward their child ( $p < .03$ ), were less worried about their child's future ( $p < .001$ ), and used less punitive punishments ( $p < .001$ ), compared with African American parents.
- Overall, parents of boys tended to be more harsh ( $p < .05$ ).
- Mothers tended to be more harsh than fathers ( $p < .05$ ).
- Low-socioeconomic-status parents were more likely to practice harsh discipline, experience greater stress, and have more negative parenting beliefs than higher-socioeconomic-status parents. Stress predicted less positive perceptions of the child.
- African American parents were more likely to practice harsher discipline and experienced greater stress than European American parents.
- African American mothers experienced more stress than European American mothers.

### **R2P Evaluation**

- More cross-cutting research needs to be done in this area.

**Redmond, C., Spoth, R., & Trudeau, L. (2002). Family and community level predictors of parent support seeking. *Journal of Community Psychology, 30*, 153–171.**

- *The purpose of this study was to find correlations between the way parents look for help, the age and number of children living in the home, the gender and education level of each parents, and the family’s marital and socioeconomic status. The end goal was to create appropriate means of support for parents.*

### **The Study**

- The study examined two forms of support seeking:
  - The first was “formal,” when parents obtain information from professionals, such as clergy, school counselors, or mental health providers.
  - The second was “informal,” when parents obtain support more casually, such as from friends, family, newspapers, and magazines.
- The study looked at the way the parents in rural families sought support based on the composition of the family.
- Factors of the family measured for the study were age and number of children in the home, gender and education level of parents, and family’s socioeconomic status.

### **The Methods**

- The researchers recruited 36 rural Iowa schools with all middle-school students to participate.
- The schools were located at least 50 miles from the nearest city with a population of 50,000 or more. The rural towns had populations of less than 3,500.
- The researchers randomly selected 50 families from each school and asked them to participate in a phone interview. A sample of 1,260 parents completed the interview.

### **The Findings**

- The research found a positive connection between being a mother and seeking both formal and informal information.
- The study found a negative connection between income and formal support seeking ( $p < .01$ ). Families with smaller incomes were more likely to seek formal supports.
- The study found a small but significant positive connection between community population and both formal and informal support seeking.
- It also found a small connection between education and formal support seeking ( $p < .05$ ).

### **R2P Evaluation**

- This study included general information on how parents find support in rural areas.

**Roehlkepartain, E. C., Scales, P. C., Roelkepartain, J. L., & Rude, S. P. (2002).**  
*Building strong families: An in-depth report on a preliminary survey of what parents need to succeed.* Chicago: YMCA and Minneapolis, MN: Search Institute.

- *This report highlighted findings from a national survey. Findings indicated that most parents felt they did not have a support system in place.*

### **The Study**

- The YMCA of the United States and the Search Institute conducted a national survey of 1,005 parents in the United States.

### **The Methods**

- The researchers surveyed parents in May 2002; 89% were white, 84% were married, 49% made more than \$50,000 per year, 45% had a college degree, 41% were fathers, 10% were African American, and 4% were Hispanic.

### **The Findings**

- A majority of parents did not rely on any family, friends, or community supports.
- Parents who had a good relationship with their partner felt that they were more successful parents.
- Most parents felt they were generally successful at raising their children, however, many faced ongoing challenges.
- Many parents wanted recognition for their parenting skills and needed someone they could trust to watch their children.
- Recommendations included:
  - Weaving together a community support connection for parents and families,
  - Building strengths in and around families, and
  - Creating a vision of strong parents and families.

### **R2P Evaluation**

- The results of this report should be interpreted cautiously due to the limited generalizability of the sample. Some statements made in the report in reference to low response rates may indicate a need to explore characteristics of the population of parents who failed to respond to the survey.

**Schulze, P. A., Harwood, R. L., Schoelmerich, A., & Leyendecker, B. (2002). The cultural structuring of parenting and universal developmental tasks. *Parenting: Science and Practice, 2*, 151-178.**

- *The researchers studied Anglo and Puerto Rican mothers' practices related to infant feeding, sleeping, and toilet training. Results showed differences between the two cultures related to age-appropriate expectations and socialization.*

### **The Study**

- Studies have shown a link between parental beliefs about caregiving tasks and, at a subconscious level, deeper cultural meaning.
- Researchers are now studying the link between culture and a parent's developmental expectations. They do not view differences as knowledge deficits.
- This study examined parenting practices of Anglo and Puerto Rican mothers through sociocentrism and individualism.

### **The Methods**

- The sample consisted of 32 Anglo and 28 Puerto Rican middle-class mothers of 8-month-old infants. The groups were closely matched and differed on two variables. Puerto Rican mothers worked more hours and were more likely to be Catholic.
- The researchers culled the data from a larger longitudinal study.

### **The Findings**

- The analysis grouped all responses into three possible choices:
  - Child-centered approaches—letting the infant explore,
  - Parent-guided approaches—the mother structures the learning, and
  - Management of learning environment—the mother guides the infant to a desired behavior.
- Anglo mothers had earlier age expectations compared with Puerto Rican mothers in regard to infant self-feeding ( $p < .001$ ) and mastery of self-feeding ( $p < .007$ ).
- Mothers in both groups were more likely to use management of learning environment for sleeping through the night ( $p < .01$ ).
- Anglo mothers used a child-centered approach to toilet training ( $p < .001$ ), whereas Puerto Rican mothers used a parent-guided approach ( $p < .001$ ).
- Overall, Anglo mothers were more likely to use child-centered approaches, and Puerto Rican mothers were more likely to use parent-guided approaches.

### **R2P Evaluation**

- This study compared mothers from two distinct cultures without assuming generalizations about which was the correct method of child rearing. The findings present the reader with an opportunity for thought and discussion. The sample sizes were small and limited to middle-class mothers.

**Strand, P. S. (2000). Responsive parenting and child socialization: Integrating two contexts of family life. *Journal of Child and Family Studies*, 9, 269–281.**

- *The author of this article highlighted research on child behavior in relation to parents' use of coercion and cooperation.*

### **The Study**

- The article began with a comparison of developmentalist and behaviorist theories of parent-child interactions.
- Studies found that early childhood coercive behavior leads to a socialization of antisocial lifestyles. Parents and children were both guilty of reinforcing each other's bad behaviors.
- Effective parents can redirect a child's behavior into more appropriate outlets.
- One study found that mothers were predictable in their behavior toward their children during times when the children were acting coercively. When the children were not acting coercively, however, the mothers' actions were unpredictable. Therefore, children may purposefully act coercively to gain predictable parental behaviors.
- Successful efforts to increase parental predictability in all situations may result in a redirection of child coercion.

### **R2P Evaluation**

- The author designed this article to be a review of studies in socialization. The reading level was advanced and potentially easier to interpret by those in the field of research, however, the findings could be useful for parenting programs that aim to redirect parent and child behaviors.

**Voydanoff, P., & Donnelly, B. W. (1998). Parents' risk and protective factors as predictors of parental well-being and behavior. *Journal of Marriage and the Family*, 60, 344–356.**

- *The authors sought to provide research on parental protective factors that led to well-being and predicted behavior.*

### **The Study**

- Limited research exists on parenting practices and behaviors related to risk and protective factors. Researchers expect protective factors to reduce the effect of economic, family, and community risk factors on parental well-being.
- This study tested four hypotheses:
  - Economic strain, single parenthood, and neighborhood problems negatively relate to parental well-being. Married couples who worked more than full-time also have negative feelings of well-being.
  - Community resources or marital happiness help buffer against economic strain and neighborhood problems.
  - Parental well-being is positively related to nurturing and supportive parenting behaviors.
  - Marital happiness and community resources are positively related to nurturing and supportive parenting behaviors.

### **The Methods**

- The researchers drew the data from a 1990 survey of parents and children conducted by the National Commission on Children.
- The final sample included 929 parents of children between the ages of 10 and 17 (607 mothers, 322 fathers, 488 boys, and 441 girls.)

### **The Findings**

- Hypothesis 1 showed partial statistical significance. Economic strain was negatively related to parent well-being, long work hours, and neighborhood problems.
- Hypothesis 2 had no statistical significance, however, school environment was positively related to mother's well-being ( $p < .05$ ).
- Hypothesis 3 showed positive statistical significance.
- Hypothesis 4 showed slight statistical significance.

### **R2P Evaluation**

- Overall, the hypotheses showed some statistical significance. The sample was large enough to offer some generalizability of results.

## **Parental Relationships**

**Buehler, C., & Gerard, J. M. (2002). Marital conflict, ineffective parenting, and children's and adolescents' maladjustment. *Journal of Marriage and Family*, 64(1), 78–92.**

- *This study examined variables as they related to ineffective parenting and child maladjustment. The researchers used data from a national survey to conduct this study.*

### **The Study**

- Studies have shown that marital conflict is associated with many things, including child maladjustment.
- Researchers have shown that marital conflict shapes ineffective parenting practices and, ultimately, child maladjustment.
- Overall, literature on this topic is limited. Few studies have looked at young children, most are not generalizable, and most focus on one aspect.
- This study used a large, national sample. Children were between 2 and 18 years old. The study measured parenting multidimensionally and examined competing models.

### **The Methods**

- The authors drew the sample from the 1988 National Survey of Families and Households ( $n = 2,541$  for the study in this article). The parents in the sample were approximately half mothers and half fathers, and the children were half sons and half daughters. Of them, 80% were white, and 10% were considered to be poor.

### **The Findings**

- Marital conflict was positively associated with child maladjustment and harsh discipline but inversely related to parental involvement. In other words, marital conflict led to less parental involvement.
- These results spanned race, ethnicity, socioeconomics, parental gender, and age and gender of child, with few exceptions.
- The research found an indication of more marital stress on fathers of adolescents. The authors suggested that fathers were more sensitive to marital tensions and tended to withdraw from the family.
- Daughters were more sensitive to parental marital tensions than were sons.

### **R2P Evaluation**

- The results supported the findings of past studies and theories, however, this sample does not represent the ethnic, racial, and socioeconomic make-up of the United States. Results should be interpreted and used cautiously.

**McBride, B. A., Schoppe, S. J., & Rane, T. R. (2002). Child characteristics, parenting stress, and parental involvement: Fathers versus mothers. *Journal of Marriage and the Family*, 64, 998–1012.**

- *Mothers and fathers experience parental stress differently. This study examined parent-child interaction in 100 two-parent families.*

### **The Study**

- The 1990s saw a rise in the number of research studies on father involvement.
- The Lamb model grouped parental involvement into three categories: interaction, accessibility, and responsibility.
- Most studies on parent/child relationships have focused on difficult temperament, activity level, or sociability. Almost none of these research studies have focused on father/child interactions. Furthermore, studies on father/child interactions examined fathers' perceptions of child temperament.
- This study examined both a parent's perceptions of his or her child's temperament, amount of involvement in child-rearing activities, and amount of parental stress.

### **The Methods**

- The study involved 100 families who were mostly white in two Midwestern communities. The oldest child had to be between 3 and 5 years of age.
- Families completed questionnaires during a scheduled home visit.
- Measures used included the Interaction/Accessibility Time Diary, Parental Responsibility Scale, Parenting Stress Index–Short Form, and Temperament Assessment Battery for Children.

### **The Findings**

- The study showed associations among parents' perceptions of child temperament and both fathers' and mothers' stress. Associations between temperament and parent involvement were somewhat stronger for fathers.
- Both parents perceived less emotionally intense children as being less stressful. These relationships were most apparent in opposite-sex parent-child dyads.
- Less sociable girls had fathers who were less involved with them compared with more socially active girls.
- Mothers were evenly involved with children of all temperaments. The authors believed this implied that mothers had less choice in involvement levels than fathers.

### **R2P Evaluation**

- The authors of this study conducted several tests on the data culled from the sample. The findings indicated that more research should be conducted on father involvement.

**Milkie, M. A., Bianchi, S. M., & Mattingly, M. J. (2002). Gendered division of child rearing: Ideals, realities, and the relationship to parental well-being. *Sex Roles, 47*(1-2), 21–38.**

- *This study compared perceived ideas of egalitarian parenting with the actual division of labor gleaned from interviews with fathers and mothers.*

### **The Study**

- Parents' roles in child rearing have not changed as quickly as needed to address women's movement into the workforce.
- Researchers have done little study on parents' shared roles as children become older.
- Although parents can employ outside help for cooking and cleaning, they are still equally responsible for child rearing.
- This study examined fathers' involvement in six parenting domains: discipline, emotional support, play, monitoring, caregiving, and financial support.
- Conflict between couples arose when they both had traditional ideas of gender roles yet lived under nontraditional arrangements.

### **The Methods**

- The study culled data from a 1999 telephone survey. From an initial sample of 1,001, 234 married parents with children younger than 18 were included in the final analysis.
- The study measured ideal division of child rearing, actual division of child rearing, and parental well-being.

### **The Findings**

- Ideal division results included:
  - More mothers than fathers felt that child rearing should be shared ( $p < .10$ ).
  - More fathers than mothers felt that monitoring the child's friends and activities should be shared ( $p < .05$ ).
- Actual division results included:
  - Mothers were the disciplinarians ( $p < .001$ ).
  - Mothers played with the children more than fathers ( $p < .05$ ).
  - Mothers were more emotionally supportive than fathers ( $p < .01$ ).
  - Mothers monitored their children's activities ( $p < .05$ ).
- Well-being results included:
  - Fathers who did not live up to their wives' expectations caused their wives more stress.
- Ideal involvement of each parent is ultimately difficult to define.

### **R2P Evaluation**

- The demographics of the sample were not indicated, therefore it is difficult to correctly interpret the results for different socioeconomic areas of the United States. The study, however, could be considered a starting point for future research on parental views of child rearing.

**Moore, K. A., Jerielek, S. M., & Emig, C. (2002, June). Marriage from a child's perspective: How does family structure affect children, and what can we do about it? *Child Trends Research Brief*, 1–8.**

- *This research brief explored research on family structure, low-conflict marriages, and the reduction of out-of-wedlock births as they related to child well-being.*

### **The Study**

- Research shows that children fair best in intact families with low-conflict marriages.
- Children born to unmarried mothers face multiple risks, including poverty and teen pregnancy.
- Children in stepfamilies do not fair as well. Therefore, the key to well-being is the presence of two birthparents.
- Divorce rates accounted for an initial rise in single-parent homes.
- Births to unwed mothers have decreased. Most of these pregnancies occur in women in their 20s.
- Cohabitation has increased.
- The proportion of children living with two parents has increased slightly.
- Welfare reform may have contributed to changes in family structure.
- Recommendations included:
  - Help prevent teen pregnancy through proven methods of education,
  - Prevent nonmarital childbearing among adults,
  - Encourage unmarried parents to marry,
  - Strengthen marriages, and
  - Provide premarital counseling.
- Implications for policy included:
  - Research shows that children fair better in two-parent homes with both birthparents,
  - Teen pregnancy is undesirable, and
  - Policymakers need to find proven strategies for building strong marriages.

### **R2P Evaluation**

- The brief is most useful for those needing a snapshot of the issues surrounding family structure research.

**Ortega, D. M. (2002). How much support is too much? Parenting efficacy and social support. *Child and Youth Services Review, 24*, 853–876.**

- *Parent's efficacy and the size of their support networks seemed to affect parenting style. This study raised questions about characteristics of social networks.*

**The Study**

- Families known to child welfare agencies report feelings of being overwhelmed and a lack of social and familial support.
- Some research indicates that social support is helpful for parents and satisfies their needs for nurturance and dependency. Support can be divided into three types of activities: concrete behaviors, emotional support, and informational support.

**The Methods**

- The final sample included 54 low-income mothers who had at least one child younger than 7 years of age. Most mothers were single.
- Instruments included the Conflict Tactics Scale, Index of Parental Attitudes, Perceived Social Support from Friends and Family, Family and Friend Satisfaction, Network Orientation Scale, and Index of Family Relations.

**The Findings**

- The study found a significant correlation between the size of a mother's network and the Conflict Tactics/Verbal Aggression Scale ( $p < .01$ ) and Violence Scale ( $p < .05$ ). This indicated that mothers with large social networks were more likely to use verbal aggression and violence than mothers with smaller networks.
- Satisfaction with Family Support was negatively associated with the Conflict Tactics Reasoning Scale ( $p < .01$ ) and Violence Scale ( $p < .05$ ). The authors concluded that mothers who used reasoning and violence with their children were less satisfied with the family support they received compared with their peers.
- Perceived social support from family was negatively correlated with the Conflict Reasoning Scale ( $p < .05$ ). The authors concluded that mothers who perceived more family support were less likely to use reasoning to solve conflict with their children compared with mothers who perceived less support.
- The study found a negative correlation between the Parent Efficacy Scale and Perceived Support from Friends ( $p < .05$ ). Mothers who felt ineffective as parents believed they had less support from friends than mothers who felt effective.
- The Index of Family Relations was correlated with the Conflict Tactics Verbal Aggression scale ( $p < .01$ ) and the Violence Scale ( $p > .05$ ). Mothers with lower perceptions of family functioning were more likely to use verbally aggressive and violent tactics to resolve conflict than mothers with higher perceptions of family functioning.

**R2P Evaluation**

- The findings indicated that the size and access of social and family support networks plays a crucial role in a mother's parenting style.

**Westman, J. C. (1999). Children's rights, parents' prerogatives, and society's obligations. *Child Psychiatry and Human Development*, 29, 315–328.**

- *This article examined the idea of parenting in a larger societal context by exploring individual rights, society's expectations, and parenthood as a developmental stage of life.*

**The Study**

- Unless a conflict exists, the rights of parents or children is rarely discussed or even thought about in relation to society.
- Over the years, children have evolved from being an economic asset (child labor) to being an economic liability (less incentive to view children as parental property).
- Children, have a legal right to competent parenting. If this does not happen and rises to the level of abuse and neglect, the court can remove the child from the home.
- Children's rights should evolve with their developmental stages.
- The benefits of parenting are more readily apparent for adults who had good relationships with their parents when they were growing up.
- According to literature reviewed for this publications, when parents are preoccupied with themselves, whether due a mental health disorder, alcoholism, or other problem, male children are more likely to become violent men and girls are more likely to become welfare dependant.
- A review of the literature showed that if children have a moral right to competent parenting, then society should have a moral obligation to help parents achieve competence.

**R2P Evaluation**

- This article featured theoretical discussions of the concepts of rights with regard to children, parents, and society. The ideas presented by the author could be helpful in policy decisions.

**Whiteside-Mansell, L., Bradley, R. H., & Rakow, E. (2001). Similarities and differences in parental investment for mothers and fathers. *Journal of Family Issues*, 22, 63–83.**

- *This study measured parental investment of both mothers and fathers using a home visit questionnaire.*

### **The Study**

- Child attachment appears to be linked to parent’s developmental history.
- Most research has focused on mother/child attachments, and researchers have generally validated tools using mother/child relationships only.
- This study used the Parental Investment in the Child (PIC) tool. Applicability for fathers was unknown.
- The authors’ goal was to test PIC’s compatibility across mothers and fathers in a sample of families with a 15-month-old child.

### **The Methods**

- This study used a subsample of 70 couples who had participated in the National Institute of Child Health and Human Development Study of Early Child Care.
- The sample included: 84.1% white mothers, 92.3% married mothers, 39% firstborn target children, and 50% female children. Demographics on fathers were unavailable.

### **The Findings**

- Mothers were more uniform in their feelings of separation anxiety than fathers. This indicated a possibility of wide variance of fathers’ roles.
- Acceptance of parenting role was comparable for mothers and fathers. The authors felt this variable warranted more investigation, particularly because of the possibility that some questions may not have fit the category.
- Mothers’ feelings of delight were more uniform than fathers’ feelings. This may have been attributed to how much time fathers spent with their children and what child-rearing tasks their families expected them to perform.

### **R2P Evaluation**

- This study raised several points for parenting research:
  - Generalizability of samples may be difficult,
  - Tools and measurements are not readily available to measure mothers and fathers, and
  - Results may indicate problems with the testing instruments.

## **Parent Training and Studies**

**Adams, J. F. (2001). Impact of parent training on family functioning. *Child and Family Behavior Therapy*, 23(1), 29–42.**

- *This article featured a parent-training program aimed at improving general family functioning, problem solving, communication, feelings, and behavior control.*

**The Study**

- Research has shown improvement in child outcomes for many parents who have participated in parent training. Further evidence exists that parents also benefit from training and show increased confidence, insight, and self-esteem.
- This study:
  - Examined parent participation in the Systematic Training for Effective Parenting (STEP) program,
  - Evaluated movement from clinical to normal range for parents,
  - Examined whether age of the child affected family functioning, and
  - Evaluated whether parent training helped address problems.

**The Methods**

- The researcher recruited the sample from two outpatient mental health clinics. The study randomly assigned parents to treatment and comparison groups.
- Final samples included 39 parents in the treatment group and 35 parents in the comparison group.
- The author used two tools in the study: the McMaster Model of Family Functioning and the Family Assessment Device.
- The STEP program lasted eight weeks, with four-hour meetings once a week.

**The Findings**

- Parents in the treatment group showed significant improvements in general functioning, problem solving, and behavioral control ( $p < .05$ ).
- They also showed improvements in communication and affective responsiveness ( $p < .01$ ).
- Parents who scored in the clinical range at pretest showed significant improvement at posttest ( $p = .02$ ).
- Overall, no significant effects were based on age of the child.

**R2P Evaluation**

- This article featured a researched model of family training for parents of children with some behavioral or mental issues. The research showed strong support for the program.

**Bavolek, S. J. (2002). *Research and Validation Report of the Nurturing Parenting Programs*. Available from <http://www.nurturingparenting.com/npp/Research%20&%20Validation%20of%20NPP.pdf>.**

- *This article highlighted research on parenting behaviors and featured evaluation information on the Nurturing Parenting Programs.*

### **The Study**

- In 1979, the National Institute of Mental Health funded a two-year national project on family-centered parenting. Findings led to the creation of Nurturing Parent Programs.
- Abusive and nurturing parenting can be viewed on a continuum. On one side is a nurturing parent without any abusive behaviors, and on the other side is an abusive parent without nurturance. Most parents fall somewhere along this continuum.
- Some research has shown that parenting education is a strategy that may prevent abuse of future children.
- Many abusive parents expect too much, developmentally, from their young children. They are not empathetic, value physical punishment, and expect their children to cater to their own needs.
- Assumptions of the Nurturing Parenting Programs included:
  - Family is a system,
  - Empathy is the most desirable parent quality,
  - Parenting exists on a continuum,
  - Learning is cognitive and affective,
  - Children who feel good about themselves become good parents, and
  - No one prefers abuse.
- There are 13 separate Nurturing Parenting Programs in the United States, Canada, Mexico, South America, and Israel. They are home- and group-based instruction.

### **The Methods**

- The program was originally tested in five U.S. states with 121 abusive parents and 150 abused children. These were small samples spread among five states.

### **The Findings**

- The study found significant positive changes in parents' child-rearing attitudes ( $p < .05$ ).
- At the one-year follow-up, retention of empathetic attitudes and expectations of the child based on developmental level were sustained or improved ( $p < .01$ ).
- After the end of the program, 7% of parents were charged with additional counts of child abuse.

### **R2P Evaluation**

- This article highlighted historical research on child abuse and provided evaluation data on the Nurturing Parenting Programs. This information is useful for agencies interested in developing parenting programs.

**Forehand, R., & Kotchick, B. A. (2002). Behavioral parent training: Current challenges and potential solutions. *Journal of Child and Family Studies, 11*, 377–384.**

- *This article explored challenges and solutions in the area of behavioral training for parents of adolescents with externalizing problems.*

### **The Study**

- Challenge 1: A lack of empirically-based programs exists.
  - Solution 1: This is not the case any longer. Several programs are empirically based and show strong results.
- Challenge 2: Each set of parents has different issues and needs.
  - Solution 2: Parent training can be delivered at varying intensities.
- Challenge 3: Other parental issues may hinder delivery of intervention.
  - Solution 3: A careful assessment of the family should help determine if other issues exist and how they may affect services.
- Challenge 4: Families have socioeconomic stressors.
  - Solution 4: Offer concrete services such as child care, offer services in the family's neighborhood, and gain the family's trust.
- Challenge 5: Designers developed most programs with white families.
  - Solution 5: Modifications may be necessary.
- Challenge 6: Parental expectations may not match treatment plan.
  - Solution 6: Involve parents from the beginning and ensure they understand the process and have attainable goals.
- Challenge 7: Parents may not comply with training.
  - Solution 7: Providers must combine teaching with empathy, offer incentives, and be flexible.
- Challenge 8: Can therapists effect real and lasting change?
  - Solution 8: Build community networks to stabilize families after intervention.

### **R2P Evaluation**

- Although the challenges and solutions in this article were aimed at parents of children with externalizing behavior problems, the ideas displayed could be adapted for use in all types of parenting classes.

**Gordon, D. A. (2000). Parent training via CD-ROM: Using technology to disseminate effective prevention practices. *Journal of Primary Prevention, 21*, 227–251.**

- *The author examined the use of CD-ROMs as a learning tool to deliver parent training. The study explored CD-ROMs as an alternative to using therapists. The researcher hypothesized that families would respond positively to a computer rather than face potential human disapproval or discrimination.*

### **The Study**

- The author designed the CD-ROM research and training for parents of youth who were at risk for substance use.
- Research has indicated that parenting skills training can be an effective deterrent to adolescent substance use.
- Research has shown that therapy is effective, but it may not be cost-effective.
- Research has also shown that parent training is effective.
- Barriers to effective parent training and therapy programs include:
  - Attrition at first appointment;
  - Concrete barriers, such as transportation;
  - Stigma;
  - Programs not being offered continuously;
  - Difficulty training service providers, finding qualified providers, maintaining training integrity; and
  - Continuity of research.
- The development of CD-ROM-based parent training intended to alleviate some of the above problems.
- The CD-ROM program requires minimum staff training, engages users who may be unfamiliar with a computer, and is private and fast paced. The CD-ROM included nine case studies that parents reacted to, followed by a series of thought-provoking questions designed to aid parents in making better informed decisions.
- Researchers have conducted evaluation studies on the efficacy of CD-ROM-based training of parents. Results indicated positive alterations in parent behaviors.
- Finally, the author explored technological barriers to using CD-ROM-based training and offered solutions.

### **R2P Evaluation**

- This author used several other studies on CD-ROM training technology to bolster the theory of using such technology for parent training. The article contained references to several other studies and may be helpful for readers interested in exploring the earlier research on computer-based training.

**Haggerty, K. P., Flemming, C. B., & Lonczak, H. (2002). Predictors of participation in parenting workshops. *Journal of Primary Prevention*, 22, 375–387.**

- *This article focused on parent participation in workshops as one component of a larger, multifaceted program that also included school-based interventions, in-home services, and teacher instruction.*

**The Study**

- Research has shown that parent training has demonstrated effectiveness in reducing risk factors and enhancing protective factors in a family.
- Little research exists on parent-training effectiveness based on recruitment and participation rates. Researchers have found some indication that families most at risk are less likely to continue participating in parent training.
- This study used data collected prior to parent training to predict parental attendance at workshops. Variables included demographics, parent behaviors, and child characteristics.

**The Methods**

- In October 1993, the researchers randomly assigned 10 public schools in Seattle to experimental or control groups.
- The final sample of families in the experimental group was 272 people; 84% were white, 7% Asian, and 9% other.
- The final sample differed from families who left the school district before the end of the program ( $n = 206$ ); these families were more likely to be one-parent ( $p < .01$ ) and low-income households ( $p < .01$ ).
- Before workshops were initiated, the authors interviewed parents for preferences.

**The Findings**

- Within the five years of the project, 80% of parents in the experiment group had attended at least one class.
- More highly educated parents attended more sessions ( $p < .05$ ).
- Parents with more antisocial children attended more sessions ( $p < .01$ ).
- Other parental variables, such as smoking or having a low income, were not predictive of parent participation.
- Some parents received home visits as part of the grant. More of those families were likely to attend workshop sessions than those that did not receive home visits ( $p < .05$ ).

**R2P Evaluation**

- This article featured a newer theory in parenting research that examines parental characteristics' link to attendance at parenting classes. This research, although limited in generalizability, adds to the literature.

**Peterson, J., & Hawley, D. R. (1998). Effects of stressors on parenting attitudes and family functioning in a primary prevention program. *Family Relations*, 47, 221–227.**

- *This study examined relationships between stressors, parental attitudes, and family functioning among parents of newborns.*

### **The Study**

- According to research, the birth of a child can cause stress in a marriage. Some studies have shown a decline in marital satisfaction among parents compared with childless couples.
- This study focused on new-parent stressors and on the possibility that intervention can help.
- Studies have shown that economic well-being and social support are stressors that affect family functioning.

### **The Methods**

- The researchers drew the sample from Parenting Paths, a community-based new-parent education program.
- Parenting Paths was a three-state program with video education, an assessment at or before the birth, and home visiting afterward.
- The sample consisted of 542 parents of newborns (322 mothers and 220 fathers); 97% were white, 84% were married, the mean age of the mother was 27.9 years, the mean age of the father was 29.4 years, and 45% had a college degree.
- The study used the Adult-Adolescent Parenting Inventory and the Family Environment Scale for assessments.

### **The Findings**

- Parents who indicated they had zero stressors tended to score higher on empathy and punishment options, suggesting that they valued alternatives to corporal punishment.
- Females had significantly higher scores in empathy, expectations, role reversal, and punishment compared with males ( $p < .001$ ).
- Few significant relationships existed in perceptions of well-being and social support, except in role reversal and physical punishment with economic well-being ( $p < .001$ ).
- More family stressors equaled poorer outcomes for children.
- Parents with higher levels of stress showed the potential to be less nurturing.

### **R2P Evaluation**

- This research explored changes in family dynamics with the addition of a child. The study could be useful for agencies and hospitals interested in implementing programs for new parents. The results of this study, however, have limited generalizability, given the predominantly white, middle-class sample.

**Pfannensteil, J. (1999). *School entry assessment project: Report of findings.*  
Overland Park, KS: Research & Training Associates for the Missouri  
Department of Elementary and Secondary Education.**

- *This study was part of a statewide initiative in Missouri to assess school readiness of children as they entered kindergarten.*

**The Study**

- The author conducted this study in 1998 and worked with kindergarten teachers and parents of students.
- The study also examined the welfare of children who participated in the Parents as Teachers (PAT) program.

**The Methods**

- The study used a 10% sample of all Missouri schools and was representative of the state's population.
- Overall, 80 schools agreed to participate, and the sample included all kindergarten teachers and students. Final samples included 3,500 children and more than 3,100 parents.
- The study used instruments including the School Entry Profile and the Parent/Guardian Survey.

**The Findings**

- Almost all children had access to health care.
- Most children were read to, were told stories, had conversations with their parents, and looked at books and magazines at home.
- Of the sample, 42% of children and parents participated in PAT before kindergarten.
- More than 80% of parents were knowledgeable about the licensing status of their children's Head Start or preschool setting.
- Teachers rated 33% of children as above average and 25% as below average in preparation for kindergarten
- Children who participated in PAT programs scored higher on assessments than their peers. Parents of PAT children reported more home literacy activities than parents not in PAT.
- PAT children scored average and above average on all scales, and teachers of PAT children rated them average for participation.
- Overall, children in PAT combined with preschool, center care, or both scored well above average in study measures.
- PAT also helped special-needs Head Start children prepare for kindergarten.

**R2P Evaluation**

- This study indicated average and above average success for PAT children entering kindergarten. The researcher, however, did not report tests of significance of the findings to determine if PAT children performed statistically higher than children not enrolled in the program.

Smith, C. A., Cudaback, D., Goddard, H. W., & Myers-Wells, J. (n.d.) *National Extension Parenting Education Model: Of critical parenting practices*. Available from [http://www.cyfernet.org/parenting\\_practices/preface.html](http://www.cyfernet.org/parenting_practices/preface.html).

- *This report outlined a National Extension Parent Education Model (NEPEM) constructed using a consensus model among experts in the field.*

### **The Study**

- NEPEM is not a parent-education program; rather, it is a listing of priority parenting practices and supporting materials that support parent-education efforts.
- Trends today affect parents in new and different ways:
  - Large number of single parents,
  - Parental employment, and
  - Various social trends, including changing definitions of neighborhoods.
- A team of experts developed a framework of good parenting practice.
- They based the parenting model on nine key assumptions:
  - Parents are the primary socializers for children,
  - Parent education can positively influence parenting,
  - Parenting is a learned skill that parents can strengthen,
  - Parent training is more effective when parents are active participants,
  - Social and cultural systems influence parent-child relationships,
  - Programs should address parental diversity,
  - Providers can deliver effective programs in a variety of ways,
  - Programs must meet both parents' and children's needs, and
  - Parents can facilitate the development of their children.
- The NEPEM model includes curriculum guides on:
  - Caring for oneself—Parents must be able to meet their own needs to successfully meet their children's needs.
  - Understanding of children—Parents must understand expectations for children at different ages.
  - Guidance—Parents must learn to guide their children through development.
  - Nurturance—Parents must learn how to nurture their children.
  - Motivation—Parents must understand how to encourage their children's development.
  - Advocating—Parents should learn how to access all available resources to help their children develop to their full potential.
- Designers can implement NEPEM in a variety of settings, such as hospital programs, home visiting, and support groups.
- NEPEM created curricula for parents of children at different ages: 0 to 18 months, 18 months to 5 years, 6 to 11 years, and 12 to 18 years.

### **R2P Evaluation**

- The report included tools needed to share NEPEM with others. The report did not contain research on implementation of the model or outcomes.

**Wagner, M. M., & Clayton, S. L. (1999). The Parents as Teachers program: Results from two demonstrations. *Future of Children, 9(1), 91–115.***

- *Parents as Teachers (PAT) is a parent-education program that includes home visiting for parents prenatally or just after birth. Goals of the program include strengthening parenting skills, creating knowledge about child development, and preparing children for school.*

**The Study**

- PAT emphasizes positive parenting behaviors in comfortable surroundings through home visits and some voluntary group instruction.
- The original curriculum was for parents of children from birth to age 3 with additional materials for parents of children ages 3 to 5.
- This research study reported results from two demonstration sites: Salinas Valley in northern California and a Teen PAT in several areas of California.

**The Methods**

- Salinas Valley had 298 families in the treatment group and 199 families in the control group. Many families were Latino, spoke primarily in Spanish, had low incomes, and included single mothers.
- The Teen PAT demonstration had four groups in the study: 177 teen mothers in a treatment group, 174 in a case management group only, 175 in a PAT and case management program, and 178 in a control group. Approximately half of the girls were Latina; the others were evenly divided between white and African American.
- Attrition from both program sites was high—43% from the Salinas Valley program over three years and 57% from the Teen PAT program over two years.
- Measures used included the Knowledge of Infant Development Inventory, Parenting Sense of Competence, and Home Observation for Measurement of the Environment.

**The Findings**

- Overall, the study found little improvement in parent knowledge, attitudes, and behavior in the test sites.
- The study found some slightly significant positive findings in child development.
- Children of parents in the treatment groups showed better cognitive development than children of parents in the control groups for both sites ( $p < .05$ ).
- Results showed different outcomes across ethnicity in the Salinas Valley site.
- More demonstration research studies were being conducted at the time of this article.
- The authors attributed some of the insignificant results to attrition and difficulty in arranging home visits with mothers, especially teen mothers. Not all participants received the full number of visits.

**R2P Evaluation**

- These demonstration sites did not provide strong results. Future research may better indicate if the program is effective, however, the authors indicate that PAT is an active model used in almost every state and several foreign counties.

**Webster-Stratton, C. (1997, March/April). From parent training to community building. *Families in Society: The Journal of Contemporary Human Services*, 156–171.**

- *The author highlighted the evolution of a parent-training program from its original goal of helping parents of children with conduct disorders through its growth to strengthening parent supports and increasing school and community involvement.*

### **The Study**

- Research has indicated that ineffective parenting is a key risk factor in the development of conduct problems in children; however, effective parent training can reduce conduct problems in children.
- Many families with several risk factors, such as poverty, depression, and isolation, fail to respond to parent training.
- Parent-Management Training (PMT) adjusted its services to capture families that failed to improve by adding components to show parents how their environment affects the family. This was a shift from individual change to within-family change.
- Evidence has shown that low-income parents with social supports are more likely to be nurturing and positive with their children compared with parents without supports.
- The designer developed and tested four parent-training videos: “Playing and Learning,” “Praise and Encouragement,” “Effective Limit-Setting,” and “Handling Misbehavior.”

### **The Methods**

- The researcher performed five randomized studies with 500 families with children ages 3 to 7 who exhibited early onset conduct problems (Study I).
- The author then tested the model in a Head Start community with 426 families in randomized groupings (Study II).

### **The Findings**

- PMT significantly reduced violence and criticism and significantly improved parent-child interactions. At the one-year follow-up, parents maintained improvements (results indicative of sample in the original study).
- Based on the original study’s results the program added components on marital distress, depression, poverty, and lack of social support. Research in the second sample showed significant improvements in families using these new treatments.
- Parents in the treatment group of the second study were more likely to attend school meetings with the teachers compared with the control group.
- Parents in the treatment group of the second study also attended parent support groups and found them to be successful as extra support mechanisms.

### **R2P Evaluation**

- This study was important because it showed the evolution of a program based on the results of quantitative study. The program was able to incorporate new components based on both the positive and negative findings in the original study.

**Webster-Stratton, C. (1998). Parent training with low-income families: Promoting parental engagement through a collaborative approach. In *Handbook of child abuse research and treatment* (pp. 183–210). New York: Plenum Press.**

- *Planners designed the PARTNERS program to effectively deliver a parent-training program to disadvantaged families. The author of this article explored components of the program.*

### **The Study**

- Risk factors of developing conduct disorders in children include:
  - Low socioeconomic status of family,
  - High stress in parents,
  - Depression in parents (especially mothers),
  - Erratic and inconsistent discipline, and
  - Parents who are disengaged from school activities.
- Head Start families are at an elevated risk of having a child diagnosed with a conduct disorder.
- Studies have found that parent training tends not to be effective for disadvantaged parents. Others have suggested that the interventions offered have not been practical for disadvantaged populations.
- The PARTNERS program succeeded in achieving positive outcomes for many poorer families.

### **The Methods**

- The program staff developed a series of measures designed to encourage all Head Start parents to participate in the study, including child care and financial incentives.
- PARTNERS is a collaborative model in which the parent is not just a passive listener of advice, but is rather an active member of a team that works to devise better parenting practices.
- PARTNERS developed group sessions for parents to share information.
- The program relied on videotape modeling showing different types of parents interacting with their children in 130 vignettes of right and wrong parenting methods.

### **The Findings**

- Parents responded well to homework assignments, instructional books, and check-in calls from the trainer.
- Many parents (70%) wanted to continue the parent training throughout their child's kindergarten year, 40% wanted social skills training for their child, 45% wanted anger management training, 35% asked for partner relationship training, and 35% asked for training to control depression.

### **R2P Evaluation**

- The article outlined the PARTNERS parent-training program in detail, however, the author included little information on the sample on which the author based the findings.

**Wolfe, R. B., & Hirsh, B. J. (2003). Outcomes of parent education based on reevaluation counseling. *Journal of Child and Family Studies*, 12(1), 61–76.**

- *This study tested the reevaluation counseling model with different samples of mothers. Results indicated that the program had positive outcomes in reducing parental stress, improving parental attitudes, and encouraging authoritative parenting across social groups.*

### **The Study**

- Parent training, parent education, and parent therapy are uniquely different approaches to helping parents improve their parenting skills.
- This article evaluated Listening to Children (LTC). LTC was a reevaluation counseling model designed to draw from parent education, parent training, and parent therapy models.
- LTC was an eight-week program of meetings, class activities, information sharing, reading assignments, and homework.
- LTC incorporated the parents' own childhood experiences into their learning, showed parents how to spend special time with their children, and helped parents understand and handle children's emotions.

### **The Methods**

- Study I evaluated the LTC's effect in a pretest, posttest, follow-up model. The researchers randomly assigned participants to treatment ( $n = 11$ ) or placement on a waiting list ( $n = 14$ ). Participants were middle-class mothers.
- Measures included the Hereford Parent Attitude Survey and the Parenting Stress Index Short Form.
- Study II focused on parents with a child in Head Start and was a replication of Study I. The methodology was similar except for the addition of parent participation incentives. Both the treatment group and the waiting-list group included six mothers.
- Added measures included the Parent Attitude Research Instrument and the Parenting Practices Scale.

### **The Findings**

- Study I showed improvement in parents' attitudes at posttest ( $p < .01$ ) and at follow-up ( $p < .05$ ). Parental distress was significantly high at pretest ( $p < .05$ ) and dropped after participation. Children were less difficult for parents at posttest ( $p < .01$ ), and this trend continued though follow-up ( $p < .05$ ). Total parental stress levels decreased at posttest ( $p < .05$ ) and at follow-up ( $p < .07$ ).
- Study I replication with waiting-list parents showed significant improvements as well.
- Study II found improvements in parent/child interactions at posttest ( $p < .9$ ) and less parental distress ( $p < .01$ ).

### **R2P Evaluation**

- The studies' samples were very small, thus limiting the significance of the findings, however, the program did show adaptability to different types of populations.

## **At-Risk Parenting**

**Bogenschneider, K., & Stone, M. (1997). Delivering parent education to low and high risk parents of adolescents via age-paced newsletters. *Family Relations*, 46(2), 123–134.**

- *The authors studied the effectiveness of using parent education newsletters in a population of parents with 9th- and 12th-grade children.*

### **The Study**

- Overall, parents tend to report that parenting 14- to 18-year-old adolescents is more difficult than parenting any other age group.
- This study used age-paced newsletters tailored to parents' specific needs. It measured effectiveness through characteristics of the reader, context of the family, and processing of newsletter information.
- The authors believed that newsletters are effective because:
  - They provide relevant information to a clearly defined audience;
  - They benefit high-risk, hard-to-reach parents; and
  - They provide information in a written format.
- The newsletters featured information on parental behavior, parent/child relationships, family functioning, and formal and informal social supports.

### **The Methods**

- The researchers created two types of newsletters for the study, one that emphasized local data and one that removed identifiers of local data.
- The sample was composed of 796 mostly white families with children in 9th or 12th grade in suburban Wisconsin and an adjacent rural area.
- The researchers assigned families to specific groups:
  - Group 1 received the local newsletter and had previously participated in a parenting survey,
  - Group 2 received the local newsletter,
  - Group 3 received a generic newsletter, and
  - Group 4, the control group, received no newsletter.

### **The Findings**

- Mothers were more likely to read the newsletter than fathers ( $p < .01$ ).
- Younger parents were more likely to read the newsletter than older parents ( $p < .04$ ).
- Parents in the treatment groups reported more monitoring of their children's behavior than parents in the control group ( $p < .014$ ).
- Parents who read all of the newsletters engaged their teens in discussions about risky behaviors, monitored their children's activities more, and were more responsive to their children's needs than parents who read some of the newsletters.

### **R2P Evaluation**

- This study was a replication of a similar study. The results are positive, however, it is difficult to determine how much of parents' behavior was affected by the newsletters.

**Capaldi, D. M., Pears, K. C., Patterson, G. R. (2003). Continuity of parenting practices across generations in an at-risk sample: A prospective comparison of direct and mediated associations. *Journal of Abnormal Psychology, 31(2), 127–142.***

- *This study examined parenting practices across two generations of fathers.*

### **The Study**

- Studies have shown that poor parenting leads to antisocial problems in children, however, they have provided little evidence on how a father's behavior affects his son once he becomes a parent too.
- The authors hypothesized that a father's poor parenting leads to a son's antisocial behavior, which in turn leads to poor parenting practices. Also, antisocial behavior in boys has been linked to early parenthood.

### **The Methods**

- The researchers culled the sample from a mid-sized metropolitan area in the Pacific Northwest. The sample was predominantly white from lower- and working-class families. The study included three generations of samples.
- The initial samples included 204 men and their 4th-grade sons. The third sample included any children born to the middle sample of men who were the 4<sup>th</sup>-grade sample as children.
- The study used several measures, including the Parent-Child Rearing Task and the Toddler Behavior Questionnaire.

### **The Findings**

- The treatment group included 68 fathers, who the researchers compared with other men not eligible for inclusion from the original sample because their family did not have three generations.
- Associations were significant at the .05 level, and the authors concluded that evidence linked poor parenting practices across the generations.
- The authors did acknowledge that second-generation fathers' parenting practices may have also been influenced by outside factors, such as grandparents and partners.

### **R2P Evaluation**

- The authors listed several weaknesses of their study including sample size, however, this is one of the first studies to definitively link poor parenting practices across generations. The results should be replicated in other areas, and the findings could influence community involvement in helping families with parenting issues.

**Cowen, P. S. (2001). Effectiveness of a parent education intervention for at-risk families. *Journal of the Society of Pediatric Nurses*, 6(2), 73–82.**

- *This study evaluated the Bavolek Nurturing Program (BNP) using a sample of 154 families from 15 county child maltreatment prevention councils.*

**The Study**

- Parenting education provides parents with techniques and skills that may not have been included in their own upbringing.
- Growing support exists for parent education, due to a belief that a lack of child development knowledge and lackluster parenting contribute to child maltreatment.
- Physically abusive families experience daily negative interactions; neglectful families tend to live in a state of chaos.
- Two fundamental dimensions of parenting are authority and sensitivity. Parents must have a balance of both.
- BNP is modeled on a family-system approach. It identifies and remediates four parenting patterns that are often associated with abusive and neglectful parents:
  - Inappropriate expectations,
  - Lack of empathy,
  - Value of punishment, and
  - Role reversal.

**The Methods**

- This study was descriptive in nature and used a convenience sample of families in 15 county child abuse prevention councils.
- The intervention was primarily group based, with some families receiving at-home services.
- The sample was predominantly rural, with 96% white, 2% Black, 1% Hispanic, and 0.25% Native American. Of the participants, 82% graduated from high school.
- Measures used included the Parent Information Form and the Adult-Adolescent Parenting Inventory.

**The Findings**

- Parents showed significant improvement in all four areas: appropriate expectations, lack of empathy, punishment, and role reversal. All were significant at the  $p < .0001$  level.

**R2P Evaluation**

- The study did not indicate any follow-up with the parents. The reader should interpret the findings cautiously due to an inability to determine if the intervention actually made a difference in parents' actions.

**Dumka, L. E., Garza, C. A., & Roosa, M. W. (1997). Recruitment and retention of high-risk families into a preventative parent training intervention. *Journal of Primary Prevention, 18*(1), 25–39.**

- *This article highlighted the process of recruiting and retaining families in a parent training program. The authors explored development, implementation, and evaluation of an eight-session parent program.*

### **The Study**

- Recruitment for prevention programs tends to be low because the targeted group is not currently experiencing any problems that would motivate them to seek help. Recruitment rates for high-risk populations are much lower compared with other groups.
- This study was developed to:
  - Describe successful recruitment and retention strategies for high-risk groups, and
  - Introduce new categories for reporting recruitment and retention rates.

### **The Methods**

- In the preprogram stage, the researchers identified the target community, engaged two schools, conducted focus groups in the community to hear from families about their needs and concerns, and chose a prevention program to best meet families' needs.
- The researchers conducted this study in Phoenix, Arizona, with a sample that was 77% Mexican American or recent immigrants, 9% African American, 8% white, and 6% other. Of the families, 50% were single-parent families.
- The study used the Parents' Road to Successful Children program.
- The designers organized the sessions in a way to interest parents and ensure their continued participation.
- Choosing a trainer with whom parents could identify was key, as well as providing transportation and child care.

### **The Findings**

- Initially, the study included 156 recruitable cases. Of them, 142 completed the intake process, 36 parents attended one to four sessions, and 75 parents attended five to eight sessions.
- More married or cohabiting mothers attended sessions than single mothers ( $p < .05$ ).
- More Mexican families cohort Spanish-speaking mothers attended sessions than English-speaking mothers ( $p < .01$ ).

### **R2P Evaluation**

- This study is helpful for agencies that conduct training and educational programming for families. The article explained recruitment and retention and offered strategies for ensuring family attendance at trainings.

**Jarrett, R. L. (1999). Successful parenting in high-risk neighborhoods. *Future of Children, 9(2), 45–50.***

- *The author explored successful parenting strategies that have helped inner-city African American youth overcome risks and achieve success.*

### **The Study**

- Families that live in impoverished neighborhoods risk seeing their children become drug users, or early parents; however, many of these youth become successful and productive adults.
- This qualitative study identified three parenting strategies:
  - Youth monitoring,
  - Resource seeking, and
  - In-home learning.

### **The Findings**

- Youth monitoring:
  - Close supervision of time, space, and friendships;
  - Parents are considered by others to be strict; and
  - Some parents are willing to relocate their children for a chance at a better life.
- Resource seeking:
  - Parents look for local institutions and organizations that sponsor and promote academic achievement, athletics, and discipline; and
  - Parents also take advantage of resources outside the community.
- In-home learning:
  - Parents play instructional games with their children and praise their children's academic progress.

### **R2P Evaluation**

- The author did not describe data collection for this qualitative study and provided no information on geographic area or sample size. The findings were supported only by anecdotal evidence.

**Nicholson, B., Anderson, M., Fox, R., & Brenner, V. (2002). One family at a time: A prevention programs for at-risk parents. *Journal of Counseling and Development, 80*, 362–371.**

- *This study evaluated a psychoeducational parenting program with a sample of at-risk parents. “At risk” was defined as excessive use of verbal and corporal punishment combined with a low income.*

### **The Study**

- Research has shown that children disciplined harshly are at an increased risk of health problems. Poverty has been shown as a risk factor for negative parenting practices and poor child outcomes.
- At-risk parents are less likely to sustain a commitment to parenting education. These parents are struggling to comply with work requirements, single parenthood, and minimal access to supports.
- This study examined a program delivery method designed to meet the special needs of at-risk parents using the STAR (Stop, Think, Ask, Respond) Parenting Program.

### **The Methods**

- The sample was composed of 26 parents of children between 1 and 5 years old in a large Midwestern city. Most were mothers; 54% were African American, 23% were Hispanic, 15% were white, and 8% were other.
- The researchers screened parents using the Parent Behavior Checklist and divided them evenly into treatment and waiting-list control groups. Other tools included the Parenting Stress Index Short-form, the Brief Anger-Aggression Questionnaire, the Behavior Screening Questionnaire, the Eyberg Child Behavior Inventory, the Pediatric Symptom Checklist, and the Interview Observational Report.

### **The Findings**

- The treatment group showed significant reductions in severe discipline ( $p < .001$ ) but no significant changes in nurturing or expectations. Parents showed significant reductions in parent-child dysfunction interaction ( $p < .01$ ) but no significant reductions on the Parent Distress or Difficult Child subscale.
- Parents in the treatment group had significant reductions in anger ( $p < .05$ ).
- Children’s behavior problems showed significant decreases in the treatment group.
- Follow-up showed continued significant improvement in some areas, including parent discipline and parent-child dysfunctional interaction.
- Overall, the researchers found that the program had to be very adaptable and flexible, by offering parents make-up opportunities and giving them constant encouragement.

### **R2P Evaluation**

- This sample was unique, in that it was an at-risk sample that needed individualized attention. Therefore, the sample size needed to be kept small. It is unclear what the financial affect of a program like this would be, given the nature of its individualized services.

## **Parenting from an Ethnic or Cultural Perspective**

**Hughes, D. (2003). Correlates of African-American and Latino parents' messages to children about ethnicity and race: A comparative study of racial socialization. *American Journal of Community Psychology*, 31(1–2), 15–33.**

- *The researcher studied African American, Puerto Rican, and Dominican parents to determine with what frequency parents passed on messages of cultural socialization and preparation for bias to their children.*

### **The Study**

- Parents are the primary socializing agent for their children. Researchers coined the term *racial socialization* to explain this type of transmission process.
- Studies have shown mostly positive outcomes for children whose parents have had racial and cultural discussions with them, however, few empirical studies have examined parents' racial socialization patterns as independent variables with individual effects on children.
- This study examined two components of racial socialization:
  - Cultural socialization—culture, history, and heritage; and
  - Preparation for bias—preparing children for racial bias.

### **The Methods**

- Data were from the MacArthur Study of Diversity in Mid-Life, which examined midlife experiences of urban ethnic minorities. Participants were from New York City and Chicago.
- This study only examined New York City participants.
- The sample consisted of 97 Puerto Rican, 98 Dominican, and 79 African American men and women with a target child between the ages of 6 and 17.

### **The Findings**

- Parents of all three ethnic or racial groups were more likely to talk with their children about culture rather than bias in any given year ( $p < .001$ ).
- African American parents were more likely than Puerto Ricans and Dominicans to report instances of discrimination in the past year ( $p < .001$ ).
- Dominican and Puerto Rican parents identified with their own ethnicity more strongly than African American parents, however, African American parents felt just as strongly about passing on cultural socialization to their children.
- Puerto Rican and Dominican parents of 10- to 17-year-olds showed stronger ethnic identity and cultural socialization than parents of 6- to 9-year-olds.

### **R2P Evaluation**

- The author cited several limitation of this study, including the efficacy of self-report measures; however, this study adds to the growing body of literature on ethnicity and child rearing.

**Jambunathan, S., Burts, D. C., & Pierce, S. (2000). Comparisons of parenting attitudes among five ethnic groups in the United States. *Journal of Comparative Family Studies*, 31, 395–406.**

- *Few studies are cross-cultural comparisons of parenting attitudes among specific ethnic groups. This study examined parenting attitudes of immigrant Asian American, Asian Indian, Hispanic American, African American, and European American parents.*

### **The Study**

- Immigrant families face difficulty in raising their children in their own culture while living in a foreign land, such as the United States.
- Many studies on parenting use a middle-class European American sample, and study conclusions shape parenting norms on which all other American parents are judged.
- European American parents tend to be authoritative, whereas African American parents tend to be authoritarian.
- Some studies show that Hispanic parents are more permissive, whereas other studies show them to be authoritarian.
- Asian American and Asian Indian families tend to be patriarchal. Mothers have primary child-rearing responsibility.

### **The Methods**

- The sample included 182 mothers, 52 of whom were European American, 43 Asian American, 33 African American, 31 Hispanic American, and 23 Asian Indian. Children were of preschool age. The study used the Adolescent-Adult Parenting Inventory.

### **The Findings**

- The five cultural groups all differed significantly in their parental attitudes to role reversal ( $p < .0001$ ), empathy ( $p < .0001$ ), inappropriate expectations ( $p < .0001$ ), and corporal punishment ( $p < .0001$ ).
- Asian American, Asian Indian, and African American mothers tended to reverse roles with their children and had lower empathic awareness of their children's needs compared with European American and Hispanic American mothers. This may have been due to multiple generations living under one roof.
- Immigrant mothers had more inappropriate expectations of their children than nonimmigrant mothers did.
- Asian American and African American mothers supported the use of corporal punishment compared with the other cultural groups.

### **R2P Evaluation**

- The creators originally designed the tool used for use with at-risk families. Appropriateness for this study was not indicated.
- The results showed that culture plays a large role in parenting styles. This is important for schools and agencies that work with parents.

**Wood, W.D., III, & Baker, J. A. (1999). Preferences for parent education among low socioeconomic status, culturally diverse parents. *Psychology in the Schools*, 36, 239–247.**

- *Parent education programs are being offered in schools as a means to engage parents in school activities. This study evaluated preferences, behaviors, and beliefs toward parent education programs among low-income, culturally diverse parents.*

### **The Study**

- There are few studies on the effectiveness of school-based parenting programs. This leads to questions surrounding cultural issues and socioeconomic status and their effects on parent training. Most parenting education is based on a sample of Caucasian participants.
- Some evidence exists that low-socioeconomic-status parents are less likely to attend parent training compared with higher-socioeconomic-status parents.

### **The Methods**

- The sample was composed of 395 parents from two elementary schools in the southeastern United States. The sample had low income and low educational attainment; 49% were married, 58% were African American, 33% were white, 3% were Hispanic, and 6% were other.
- The researchers developed a questionnaire for this study that asked about parent preferences and beliefs.

### **The Findings**

- Parent education was significantly associated with income ( $p < .0001$ ) and race ( $p < .0001$ ).
- Parents with lower educational attainment preferred parenting classes in the middle of the day compared with higher educational attainment parents, who preferred morning or evening classes ( $p < .001$ ).
- Although data were not statistically significant, parents with less education expressed greater desire for parent training on discipline than parents with more education.
- Higher educated parents were more concerned about privacy issues than lower educated parents.
- African American parents expressed more interest in parenting education in the schools than white parents ( $p < .0001$ ), whereas white parents reported attending more parenting events than African American parents ( $p < .0001$ ).
- Lower-socioeconomic-status parents may respond better to behaviorally oriented parenting programs compared with other types of parenting programming.

### **R2P Evaluation**

- The authors had some concern about selection bias because the sample was voluntary in nature; however, the study results had strong significance and indicated that school-based parenting programs need to consider socioeconomic status and culture when developing events and training for the community.

## **Early Childhood Development and Parenting**

**Bavolek, S. J., & Dellinger-Bavolek, J. (n.d.) *Increasing the nurturing parenting skills of families in Head Start: Validation of the Nurturing Program for parents and children birth to five years.* Available from <http://www.nurturingparenting.com>.**

- In the mid-1980s, providers implemented an innovative program for parents of Head Start children in Wisconsin. Preliminary data from that study indicated significant, positive changes in nurturing capacities of parents and children.

### **The Study**

- The Nurturing Parenting Program was implemented for Head Start families in either home-based or center-based programs.

### **The Methods**

- The program was composed of 45 sessions in sequential order. The program offered separate sessions for parents and children from birth to age 5.
- The researchers administered the Adult-Adolescent Parenting Inventory and the Nurturing Quiz to parents.

### **The Findings**

- Approximately 65% of parents completed the program.
- Parents showed significant improvement in expectations, empathy, feelings about corporal punishment, and role reversal from pretest to posttest ( $p < .05$ ).
- Furthermore, 97% of parents indicated they would recommend this program to other parents.

### **R2P Evaluation**

- The study is dated, but the assessment's results have been replicated in other settings in newer studies.

**Fagot, B. I. (1997). Attachment, parenting, and peer interactions of toddler children. *Developmental Psychology*, 33, 489–499.**

- *This study examined the connections between parenting and peer relations of toddlers.*

### **The Study**

- The approach used in this study relied on two theories—attachment theory and social interaction theory.
- Attachment theory examined the protective qualities of the parent. Social interaction theory focused on family management and control.
- According to the author, the quality of attachment to the mother should predict the quality of a toddler’s peer relationships.
- Research has indicated that parent behaviors with their child serve as a model for the child’s future relationships with others.
- This study defined parenting style and peer-relationships as:
  - Negative reciprocity (adverse responses to adverse initiations),
  - Positive reciprocity (positive responses to positive initiations), or
  - Asynchronous negative interaction (adverse responses to positive initiations).

### **The Methods**

- The sample consisted of 156 families with 80 boys and 76 girls at 18 months of age. All families were intact, with a range of parent education levels, job types, and income levels. Ninety-three percent were white, 2% were African American, 3% were Asian, and 2% were Hispanic.
- The researcher observed children in playgroups over a six-month period, in a strange situation with their parent at a laboratory, and through home observation.

### **The Findings**

- In an examination of predictor and outcome variables, fathers tended to engage in more negative reciprocity with sons than with daughters ( $p < .05$ ).
- Avoidant and resistant children received more negative reactions to their positive initiations than secure children.
- Resistant children differed most from secure children in all categories of attachment.
- Overall, negative parent-child interactions were significantly associated with negative child-peer relationships.

### **R2P Evaluation**

- The author acknowledged that the findings did not take into account outside influences on peer relationships and child’s personality development.

**Gross, D., Fogg, L., & Webster-Stratton, C. (2003). Parent training of toddlers in day care in low-income urban communities. *Journal of Consulting & Clinical Psychology*, 71, 261–278.**

- *This study tested a 12-week parent-training model with low-income families in Chicago. The researchers created four testing conditions: parent and teacher trainings, parent trainings, teacher trainings, and a waiting-list control group.*

### **The Study**

- Studies have shown that parent training can significantly reduce the development of conduct problems in children and improve the quality of parent-child relationships. The best opportunity for success in improving behavior is in preschool-aged children.
- This study employed the Incredible Years BASIC program.

### **The Methods**

- The sample consisted of parents of 2- and 3-year-old children enrolled in any of 11 participating day care centers in Chicago serving low-income families.
- The final sample consisted of 208 mostly African American and Latino parent-child pairs and 77 teachers.
- Measures included the Toddler Care Questionnaire, Parenting Scale, Dyadic Parent-Child Interactive Coding System–Revised, Center for Epidemiological Studies Depression Scale, Everyday Stressor Index, Neighborhood Problem Scale, Eyberg Child Behavior Inventory, and Kohn’s Problem Checklist.

### **The Findings**

- Parents who received parent training showed improved self-efficacy from baseline through the one-year follow-up ( $p < .01$ ).
- Coercive discipline strategies changed for the better for parent training and parent training/teacher training groups, during intervention ( $p < .01$ ), but fell significantly by the one-year follow-up ( $p < .01$ ). The parent training and parent training/teacher training groups, showed improvement in positive parenting behavior at postintervention ( $p < .01$ ) and at the one-year follow-up, although not significantly.
- Parents in parent training, parent training/teacher training, and teacher training groups showed a significant drop in the use of commands with their children at postintervention ( $p < .01$ ) and at the one-year follow-up ( $p < .01$ ).
- The intervention did not significantly affect child problem scores. The lack of improvement may be due to underreporting by parents or insensitive instruments.
- Children’s classroom behavior significantly improved for parent training and teacher training groups ( $p < .01$ ). Children in the parent training/teacher training group showed no significant improvement.

### **R2P Evaluation**

- This was a thorough study that explored limitations and incidences of nonsignificance. The literature review was helpful in highlighting past use of this program and its successes.

**Landry, S. H., Smith, K. E., & Swank, P. R. (2001). Does early responsive parenting have a special importance for children's development or is consistency across early childhood necessary? *Developmental Psychology*, 37, 387–403.**

- *The researchers examined maternal responsiveness in predicting cognitive and social development in three groups of children: full-term, medically low-risk preterm, and medically high-risk preterm children.*

### **The Study**

- Children at five ages: 6, 12, and 24 months, and 3 and 4 years of age were studied.
- The authors explored the importance of parental attachment for children at early or later childhood to see if an important difference in child outcomes existed.
- The study measured parents' responsiveness rates at high, low, and mixed levels.

### **The Methods**

- The sample included 360 families between 1990 and 1992 with 24% attrition. Of the children, 179 were very low birthweight and 103 were full-term. The researchers divided the very-low-birthweight children into medically high risk (77) and medically low risk (102).
- The sample was composed of 57% African Americans, 26% whites, 13% English-speaking Hispanics, and 5% other.
- The sample was rated on maternal warmth, maternal stimulation, maternal social and personal characteristics, child cognitive and language skills, and child responsiveness.

### **The Findings**

- Maternal responsiveness for both age categories (6, 12, and 24 months, and 3 and 4 years of age) clustered into four groups:
  - High responsiveness across ages,
  - Low responsiveness across ages,
  - High responsiveness from birth through 24 months then low, and
  - Low responsiveness from birth through 24 months and then high.
- The clusters were the same regardless of full-term or preterm status of child at birth.
- Children of mothers with high then low responsiveness showed slower rates of growth compared with children of mothers who had constant high responsiveness; however, inconsistent responsiveness appeared to be better than constant low mother responsiveness.
- Mothers who showed high responsiveness at all times had children who benefited most from this consistency regardless of full-term or preterm status at birth.

### **R2P Evaluation**

- The research was presented in a complex manner. Results could be useful for parenting programs for new mothers and fathers, especially with a concentration on consistent responsiveness to children.

**Manlove, E. E., & Vernon-Feagans, L. (2002). Caring for infant daughters and sons in dual-earner households: Maternal reports of father involvement in weekday time and tasks. *Infant & Child Development, 11*, 305–320.**

- *This study gauged mothers' perceptions of fathers' time alone with their infant, fathers' time available for the infant, and fathers' participation in caregiving tasks.*

### **The Study**

- Most infants younger than one year old live in a family in which both parents work outside the home and the infant attends center-based child care.
- Caution should be placed on broad interpretations of father-involvement research because samples can be extremely divergent across studies.
- The way to measure father's involvement is through caregiving time or caregiving tasks.
- This study attempted to replicate past findings that fathers were more likely to be involved with temperamentally difficult sons than similarly acting daughters.

### **The Methods**

- The sample consisted of 47 dual-earner families participating in a longitudinal study of infant day care. The sample was from two small cities in Pennsylvania, and participants self-selected into the study.
- Infants included 25 females and 22 males who spent an average of 20 hours or more per week in day care.
- Measures included the Family Environment Scale and the Infant Behavior Questionnaire.
- The researchers took reports on the infants at 12 and 24 months of age.

### **The Findings**

- Mothers spent significantly more time alone with their daughters than their sons ( $p < .04$ ).
- Parents were together more with their sons than their daughters ( $p < .0001$ ).
- Fathers tended to complete more caregiving tasks with their sons than with their daughters ( $p < .06$ ).
- Fathers' time with sons or daughters did not differ significantly.
- Fathers were more likely to overestimate their involvement with their infant compared with mothers' estimations of time they themselves spent with the infant.
- This study showed that fathers preferred to spend time with temperamentally easy infants.

### **R2P Evaluation**

- The study has limited generalizability given the small, self-selected sample and no nonwhite representation.

**Stormshak, E. A., Kaminski, R. A., & Goodman, M. R. (2002). Enhancing the parenting skills of Head Start families during the transition to kindergarten. *Prevention Science, 3*, 223–234.**

- *Studies have found that home visiting interventions are very effective in sharing and enhancing parenting skills. This study examined home visiting for a sample of Head Start families as their children transitioned to kindergarten.*

### **The Study**

- Studies have found that overall, children from low socioeconomic backgrounds are less prepared to learn and achieve success than their middle-class peers.
- Intervention early in a child's life has a positive influence on reducing problem behavior and enhancing social development.
- This study highlighted Project STAR (Steps to Achieving Resilience). The goals of the program include a school-based universal intervention, parent-group intervention, and home visits to the family.

### **The Methods**

- Fourteen Head Start sites agreed to participate in the project. This included 11 treatment and 9 control classrooms in three rural counties in Oregon.
- In Year 1, 146 four-year-old children and their families agreed to participate.
- The researchers collected data over two years, in three waves. At Wave 1,  $n = 146$  children; at Wave 2,  $n = 112$  children; and at Wave 3,  $n = 97$  children.
- Children received 20 sessions of classroom intervention.
- Parents could choose to participate in a parenting group in Year 1 and home visiting in Year 2.
- Measures included the Parenting Practices Interview, Parent-Teacher Involvement Questionnaire, Depression Scale, and Parent-Child Interaction.

### **The Findings**

- Home visiting with a familiar staff person was positively linked to higher caregiver involvement with child ( $p < .001$ ).
- Families that participated in the Year 1 parenting group were more likely to participate in home visiting in Year 2 ( $p < .001$ ).
- More depressed mothers tended to score lower on caregiver involvement in the posttest than their peers ( $p < .001$ ).
- Other findings had little or no statistical significance, but overall, the researchers felt that parents benefited most from the home visiting component of the program.

### **R2P Evaluation**

- The study presented some statistically significant findings to indicate the program had success with rural populations.

**Young, K. T., Davis, K., & Schoen, C. (1996). *Child development and preventive care: The Commonwealth Fund survey of parents with young children.* Available from <http://www.cmwf.org/programs/child/parents.asp>.**

- *This report featured highlights from a national survey of parents with young children. Results indicated that parents are struggling to raise their children and are missing opportunities for help.*

### **The Study**

- The Princeton Survey Research Associates in New Jersey for the Commonwealth Fund, a nonprofit organization, designed this survey.
- The goal of the survey was to assess the state of parenting in the 1990s.

### **The Methods**

- The nationally representative sample consisted of 2,017 parents (697 fathers and 1,320 mothers) with children younger than 3 years old. The researchers conducted telephone interviews from July 1995 through January 1996.

### **The Findings**

- Early hospital discharge leaves new parents alone to cope with new adjustments and demands of caring for a newborn.
- Health practitioners do not always encourage breastfeeding.
- Parents are not engaging in many infant brain development activities.
- Parents indicated they would like to hear helpful advice from their pediatrician.
- Parents receiving specialized pediatric services rate physicians more highly than parents who do not receive any extra services.
- Some parenting practices place a strain on the family.
- Parents' overall health influences child-rearing practices.
- Not all parents are equally prepared.
- The study found that government programs were helpful.

### **R2P Evaluation**

- Professionals could develop the national survey results into policy statements for many levels of discussion.

## **Adolescent Development and Parenting**

**Aquilino, W. S., & Supple, A. J. (2001). Long-term effects of parenting practices during adolescence on well-being: Outcomes in young adulthood. *Journal of Family Issues*, 22, 289–308.**

- *This longitudinal study examined parent-child relationships to determine how parenting type affected outcomes of adolescents as they entered adulthood.*

### **The Study**

- Research has shown that the period of adolescence to adulthood, particularly between the ages of 18 and 25, is difficult in terms of adjustment, depression, and alcohol and drug use.
- The authors of this study explored the possibility that parenting style during a child's adolescence affects their development as young adults.
- Research has shown that parents who are overly punitive or coercive may inhibit their child's psychological growth into adulthood. Conversely, research indicated more healthy outcomes for young adults whose parents supported and guided their transition out of adolescence.

### **The Methods**

- The researchers culled the sample from two waves of the National Survey of Families and Households. At Wave 1, youth were ages 12 to 18. At Wave 2, youth were ages 18 to 24. The sample equaled 1,066 focal children in different family types.

### **The Findings**

- More supportive parenting with proper controls resulted in less adolescent problem behavior ( $p < .001$ ). Parent behavior based on education level of the parent and gender of the child also had a significant effect on eight adolescent school performance variables ( $p < .001$ ).
- Several predictor variables of parents' behavior significantly affected their child's well-being as an adult. This included a positive relationship between parent support and low levels of young adult depression ( $p < .10$ ). More coercive parenting was significantly related to young adult hostility ( $p < .01$ ).
- Young adults with more restrictive parents were more likely to use drugs or alcohol ( $p < .001$ ). The study also found significant findings for other substance use variables.
- Overall, coercive parenting led to poorer outcomes for young adults.

### **R2P Evaluation**

- The researchers reported significant findings for several variables for a longitudinal sample. Findings did indicate definite relationships between parenting practices and young adult outcomes. This research would be helpful for parenting programs for parents of older youth.

**Barrera, M., Jr., Prelow, H. M., & Dumka, L. E. (2002). Pathways from family economic conditions to adolescents' distress: Supportive parenting, stressors outside the family, and deviant peers. *Journal of Community Psychology, 30*, 135–152.**

- *Several stressors can affect a family. This study examined the effect of economic hardship, parental distress, parenting practices, and deviant peers on adolescent mental health.*

### **The Study**

- The goal of this research was to determine internal and external family stressors that could link economic conditions to mental health distress in youth.
- Family income could affect housing choices and expose children to more stressful environments with questionable peers, schools, and neighborhoods.

### **The Methods**

- The sample included 300 adolescents (138 males and 162 female) ages 11 to 15 and their parents.
- Parents were 176 fathers and 300 mothers. The participants were 66 African Americans, 59 whites, and 175 Mexican Americans families.
- The researchers recruited families from two urban school districts, and data collection occurred in 1996 and 1997.
- The researchers used several measures in data collection.

### **The Findings**

- Parents facing economic hardship were not likely to be supportive of their children. Many parents in the sample who faced economic hardship were also depressed.
- Children in the study whose parents were supportive showed few internalizing problems compared with youth with unsupportive parents.
- Supportive parenting seemed to have no relationship with externalizing problems of youth and association with deviant peers.
- A positive relationship between stress and association with deviant peers for youth in the study existed.

### **R2P Evaluation**

- The article presented the study results in a difficult way for the lay reader to interpret. The reader would need heavy reliance on the discussion section for interpretation. The results have limited generalizability outside large urban areas, however, the sample was racially and ethnically diverse.

**Bogenschneider, K., Small, S. A., & Tsay, J. C. (1997). Child, parent, and contextual influences on perceived parenting competence among parents of adolescents. *Journal of Marriage and the Family*, 59, 345–362.**

- *This study used a 1984 model of the determinants of parenting to study mother and father parenting influences on their children's competence and socialization.*

**The Study**

- The 1984 Belsky model of competent parenting proposed three categories of influence: parent's characteristics, contextual sources of support, and child's characteristics. These categories exert varying degrees of influence.
- The authors of this study added an additional category—goodness-of-fit of parent/child relationships.

**The Methods**

- The sample included 1,227 8th- through 12th-grade students and their parents ( $n = 1,176$ ) from four schools in three urban, suburban, or rural sections of a county in a Midwestern state.
- Data collection occurred between December 1994 and May 1995. Most of the sample was white.
- Measures included the Cornell Parenting Activities List and several other assessments designed specifically for this study.

**The Findings**

- Fathers believed they were more competent in parenting sons than daughters ( $p < .003$ ). No statistical difference existed for mothers.
- Significant positive relationships existed between parents who perceived themselves as competent parents and adolescent outcomes. For example, mothers who felt competent had daughters who reported good parent responsiveness ( $p < .001$ ).
- The authors cautioned the direction of the findings in the study, however, indicating that parent competence may influence adolescent behavior, but it could be adolescent behavior, or even external sources, influence parents.

**R2P Evaluation**

- The authors cited this study as only a preliminary example of a possible connection between parent's perceived competence and adolescent outcomes. Results indicated a positive need for additional studies, especially with mixed samples.

**Bowen, N. K., Bowen, G. L., & Ware, W. (2002). Neighborhood social disorganization, families, and the educational behavior of adolescents. *Journal of Adolescent Research, 17*, 468–490.**

- *This study examined the relationships among youth perceptions of neighborhoods, parenting, and youths' behaviors in school, attendance records, and grades.*

### **The Study**

- The authors of this study theorized that a neighborhood as a variable could affect youth development and family behaviors.
- Research has shown that adolescent outcomes can be affected by neighborhood values, social relationships, and shared goals.
- The authors developed and tested a model of neighborhood relationships. The study examined neighborhood social disorganization including lack of neighborhood support, negative peer behavior, and crime and violence.

### **The Methods**

- The researchers culled data from a nationally representative sample of 2,099 middle- and high-school youth. Data collection occurred between October 1996 and February 1997.
- The measure used for students was the School Success Profile. The researchers created other neighborhood-level measures for this study.
- The final sample equaled 1,757 youth after removing cases with missing data.

### **The Findings**

- The hypothesis that a relationship exists among neighborhood, family, and youth educational performance was unfounded for the whole sample, however, the model was supported when the researchers divided the sample into two independent samples.
- Greater levels of neighborhood disorganization led to youth viewing parenting practices as less supportive.
- More supportive parenting was positively related to greater educational support for youth.
- Nonwhite and low-income families were more likely to live in a disorganized neighborhood, however, controlling for demographic characteristics found that the effect of social disorganization on educational behavior of youth could not be attributed to race or socioeconomic status.
- The authors called for more research on adolescent functioning for use in future neighborhood studies.

### **R2P Evaluation**

- The research presented was very detailed. The sample and results can be generalized nationally. The findings would be useful for advocacy work.

**Irvine, A. B., Biglan, A., Smolkowski, K., Metzler, C. W., & Ary, D. V. (1999). The effectiveness of a parenting skills programs for parents of middle school students in a small community. *Journal of Consulting and Clinical Psychology*, 67, 811–825.**

- *The researchers studied the effectiveness of a behaviorally based parenting skills curriculum. Results indicated positive outcomes for participants and their children.*

### **The Study**

- This was a replicated study in eight small communities in Oregon, based on positive results of a prior randomized controlled trial and used the Adolescent Transition Program (ATP).
- Research has suggested that positive parenting models for parents of young adolescents may help prevent academic failures and potential substance use.

### **The Methods**

- This study examined ATP using community providers who were not professional mental health workers. The original study used trained professional staff.
- Families were randomly assigned to treatment or waiting-list control groups.
- The sample included 303 families with most participating parents being mothers (94%) and white (88%).
- The study invited families to participate based on screening of the child by the teacher for 12 risk behaviors. The study provided potential inclusion for any child with three or more risk factors.
- Mostly agency staff, teachers, and counselors were recruited to be group leaders.

### **The Findings**

- Significant attrition existed between each assessment point. Parents who provided data were less depressed than those who dropped out ( $p < .05$ ) and were less likely to indicate that their child had deviant peers ( $p < .01$ ).
- Assessment of parent and child behaviors before, during, and after ATP showed significant improvement in parents' reports of harsh behavior toward their children, reductions in overreaction during discipline, and improved skills in reinforcing positive behaviors.
- There was some indication of positive changes in adolescents' behaviors as well.
- The study's best and most consistent results were in families in which parents attended 4 or more of ATP's 12 sessions.

### **R2P Evaluation**

- The research presented here provides the field with a good example of program replication in the real world using trainers readily available in most communities. This is particularly noteworthy because the researchers were able to replicate the results of the first study as well.

**Knoester, C. (2003). Transitions in young adulthood and the relationship between parent and offspring well-being. *Social Forces*, 81, 1431–1458.**

- *This study examined the influences that parents and children have on each other's well-being.*

**The Study**

- Research suggests that parental well-being influences children and, conversely, children's behavior influences parent well-being; however, little research exists on these influences as parents and children age.
- The authors of this study developed five hypotheses to test:
  - Parent and young-adult offspring well-being are associated.
  - The well-being of both generations will influence the quality of parent/adult-offspring relationships.
  - Transitions of parents or their adult children will affect the well-being of both.
  - Stronger psychological well-being exists for both parent and child in mother/child relationships compared to father/child relationships.
  - Change in an adult child's well-being will affect the parent's well-being.

**The Methods**

- Data were from the Marital Instability over the Life Course study, which was a longitudinal panel study of married adults and their children.
- Researchers interviewed the original adult sample five times between 1980 and 1997. They interviewed a random sample of young adult offspring in 1992 ( $n = 691$ ) and 1997 ( $n = 426$ ).

**The Findings**

- The study found a positive relationship between parent and adult offspring's well-being ( $p < .01$ ).
- Parent's age ( $p < .01$ ), health ( $p < .001$ ), and income ( $p < .05$ ) also predicted their own well-being.
- The study found no support for the assertion that well-being is more strongly connected for mother/child connections than father/child connections.
- Changes in parents' well-being affects offsprings' well-being ( $p < .05$ ).
- Ultimately, changes for either parent or child affected the other one.

**R2P Evaluation**

- This was one of few longitudinal studies of parent/child relationships from adolescence through adulthood. The results indicated a statistically significant relationship between parent and child well-being. These findings could influence parent learning in parenting classes.

**Miller, J. M., DiIorio, C., & Dudley, W. (2002). Parenting style and adolescent's reaction to conflict: Is there a relationship? *Journal of Adolescent Health, 31*, 463–438.**

- *The authors of this study examined the reactions of youth to hypothetical situations that could lead to violence or conflict to determine if a correlation existed with the parenting style of their mothers.*

### **The Study**

- Intentional interpersonal violence affects and involves youth at a disproportional rate.
- Research studies have shown that adolescent violence is connected to low socioeconomic status, absence of positive role models, poor school climate, influx of poor role models, poor family relationships, and predisposition to violence.
- Few studies have examined the parents' role in adolescent violence.

### **The Methods**

- The sample was from a larger HIV-prevention study of African American mothers and their adolescent children in a southeastern state.
- The total adolescent sample was 439 youth who met study criteria, with 61% being male. On average, the youth were 12.28 years of age.
- Measures included the Centers for Disease Control and Prevention survey on adolescent risk behavior and a tool created by the authors to measure youth perceptions of parent involvement and control.
- The analyses only used data from youth.

### **The Findings**

- Youth with more permissive parents tended to choose more negative reactions to hypothetical situations ( $p < .001$ ).
- The study found no difference in youth potential reactions to situations for youth who identified their parents as authoritative or authoritarian.
- Males were more likely than females to anticipate a negative reaction to a situation ( $p < .001$ ).
- Youth who were 13 years of age were more likely to anticipate a negative reaction compared with 11- and 12-year-olds ( $p < .001$ ).
- The assessment tool identified 41% of parents as authoritative, 30% as authoritarian, and 29% as permissive.

### **R2P Evaluation**

- The results of this study were significant, however, the generalizability is limited due to the homogeneity of the sample and the possibility of selection bias due to self-selection into the study by parents who were already enrolled in community activities for their children.

**Neiderhiser, J. M., Reiss, D., & Hetherington, E. M. (1999). Relationships between parenting and adolescent adjustment over time: Genetic and environmental contributions. *Developmental Psychology*, 35, 680–692.**

- *The researchers studied genetic and environmental contributions between parenting and adolescent adjustment for this article.*

### **The Study**

- The research in this article built on studies that have explored the dual effects of genetic predisposition and coercive family interaction on adolescent adjustment.
- The researchers developed three hypotheses on adolescent behavior and parent/child relationships:
  - Conflictual child/parent relations result in adolescent adjustment problems,
  - Adolescents act out to elicit a negative reaction from their parents, and
  - Associations between parent/child relationships and adolescent adjustment may be bidirectional.

### **The Methods**

- The authors obtained data from the Nonshared Environment in Adolescent Development project. Data collection occurred twice, three years apart.
- The sample included 395 families; most were white and middle class.

### **The Findings**

- Some indication of a genetic linkage between parental conflict-negativity and adolescent antisocial behavior existed. Possible explanations for this finding included:
  - Parents and children share 50% of their genes,
  - Characteristics in the child elicit certain responses in parents based on genetic makeup, or
  - Negative parenting may elicit a genetic change in adolescents.

### **R2P Evaluation**

- The research in this study explores genetics and parenting. Few other studies explore this field. The findings may have significant value to parent training, however, the authors wrote at an advanced level and included scientific language on genetics. The reader would gain a greater understanding of the results by reading the discussion section at the end.

**Sartor, C. E., & Youniss, J. (2002). The relationship between positive parental involvement and identity achievement during adolescence. *Adolescence*, 37(146), 221–234.**

- *The goal of this study was to determine if parental support and monitoring would be associated with higher identity achievement in youth.*

### **The Study**

- Research has identified three dimensions of socialization needed for healthy child development:
  - Connectedness with significant others,
  - Parental regulation of behavior, and
  - Appropriate autonomy for children, by age.
- The purpose of this study was to:
  - Examine three components of parenting as they related to adolescent identity development,
  - Examine gender differences in identity achievement, and
  - Compare 10th and 12th graders for identify development.

### **The Methods**

- The sample consisted of 293 sophomores and 719 seniors in two suburban Catholic high schools in Washington, DC. Data collection occurred in May and September 1996.
- Data collection for this study was part of a larger study by Catholic University, Washington, DC.
- Measures included the Erikson Psychosocial Stage Inventory, the Behavioral Control Scale, the School Monitoring Scale, and other tools developed for this study.

### **The Findings**

- Girls overall reported higher levels of support ( $p < .001$ ), social monitoring ( $p < .001$ ), and school monitoring ( $p < .01$ ) than boys.
- Positive statistical significance was found in identity, school monitoring, social monitoring, and support by parents for all youth in the study.
- Parental knowledge of the child's daily activities was associated with higher identity achievement.
- Parental emotional support had a positive influence on youth identity achievement.
- Identity achievement did not differ by gender.
- Few to no differences existed in identity achievement by grade.

### **R2P Evaluation**

- This study used a mixed-race sample, but most youth were upper and middle class, therefore limiting the study's generalizability.
- The findings were strong and indicated the importance of parental support.

**Spring, B., Rosen, K. H., & Matheson, J. L. (2002). How parents experience a transition to adolescence: A qualitative study. *Journal of Child and Family Studies, 11*, 411–425.**

- *Parenting practices need to change as a child grows older. Some parents may need help adjusting to their child's transition to adolescence. This study sought to define the transition from parenting a child to parenting an adolescent.*

### **The Study**

- A wealth of information on becoming a parent and on adjusting after children leave home exists; however, little or no information exists on the in-between years.
- Changes in family types and the disintegration of the community have left youth in a more vulnerable position as they become adolescents.
- Few studies have analyzed what happens to parents when their children become adolescents.

### **The Methods**

- Researchers recruited the sample in a metropolitan area using religious institutions and a newspaper ad. The final sample was 10 families with at least one child between 13 and 16 years of age. Most families were white.
- Data collection occurred during two focus groups and five interviews conducted in participants' homes.

### **The Findings**

- All parents shared a defining experience that made them aware that their child was becoming an adult.
- Many parents felt that their family dynamic was changing, however, the parents were able to process these changes and develop a cognitive response.
- Two-parent families found spousal support to be very important in working through changing relationships with their children, and many parents found "parent networks" to be of help.

### **R2P Evaluation**

- The results of this qualitative study have limited generalizability. The literature review, detailed a lack of research in the area of parent adjustment to growing children.