

Early Childhood Service Outcomes
2010-2011 Program Year

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Incredible Years Parent Groups – 4 IY Parent Groups were implemented during program year 2010-2011. 38 parents with 72 children attended one or more group sessions. For the groups that were completed at the time of this report, 19 of 24 parents (79%) completed the full curriculum. Satisfaction questionnaires were obtained from 18 of 19 (95%) parents completing the full curriculum. 83% of participants indicated that the major concerns for their child had “improved” or “greatly improved,” during their program attendance, and 93.8% described their feelings about achieving their goals for their child and family as “positive” or “very positive.” 93.8% described themselves as “confident” or “greatly confident” about their ability to manage their child’s current behaviors, using the methods taught in the group.

The Parenting Scale was utilized as a pre- and post-test measure to assess participant progress in utilizing more effective behavior management strategies with their children. Matched pre- and post-tests sets were obtained for 19 family participants in the IY Parent Groups. Overall mean scores moved in a positive direction for 30 of 30 (100%) items assessed. The following items displayed the highest percentages of parents showing improvement from pre- to post-test:

- more concise verbal statements when setting limits with children (68.4%)
- maintaining calm communication when child misbehaves (78.9%)
- following through on limits set with child (73.7%)
- reduced use of physical discipline (73.7%)
- remaining calm when handling child misbehavior (68.4%)
- sticking to limits and ignoring child complaints (84.2%)

Quotes from Parents attending the Incredible Years Parent Program

- ***I am getting good ideas from the other parents.***
- ***We are getting to the nitty-gritty of parenting – and this group offers great ideas for what children need.***
- ***The examples given are always great. The instructors really know their subject. The instructor stays in the “real world” – not “idealistic”.***
- ***I have been waiting for this “topic” for 10 weeks! There WILL be some ignoring of whining in MY house!***
- ***Excellent eye opening session. Sometimes we don’t see our own behaviors until they are shown to us!***
- ***Every class I come to is exciting for me because I know I am going to learn more how to better me and my child’s relationship.***
- ***Love all the new tools for parenting!***
- ***Love all this info! Love all the examples.***
- ***I leave this class feeling encouraged, uplifted! Thank you.***
- ***I really need to practice ignoring bad behavior and give attention to the good behaviors! Practice, Practice, Practice!***
- ***Wow, I sure did see myself in the videos this week. I really have work to do.***

- ***Good stuff. I really need to be more consistent with follow through. I love the “when-then” approach – even for my 15 year old. It works!***
- ***Very helpful information. Especially group discussion. A reminder of how important it is to have support and to reach out to others.***
- ***This session really helped me understand how important praising our children is. We tend to give more attention to the behaviors we don’t want. This session is VERY helpful.***
- ***In just one session it was eye opening.***
- ***I can already tell this class will help my family.***

Incredible Years Teacher Trainings – 2 IY Teacher Trainings were implemented with 17 EC staff participants. Evaluations were received by 17 of 17 participants (100% rate). 100% of teachers attending the training would recommend the training, and 100% indicated their feelings about achieving their goals for their children and classroom were “positive” or “very positive.” 76.5% of teachers reported that the child(ren)’s target behavior(s) of concern at the beginning of the training was improved or greatly improved by the end of the training sessions.

Incredible Years Dina Classroom Curriculum – The IY Dina Classroom program was implemented in 4 Kindergarten and three preschool classrooms during school year 2010-2011. Classroom teachers completed pre-test Drexel Behavior Checklists for children participating in IY Dina programs during September – October 2010. The Drexel examines child interpersonal behaviors observed by teachers. 120 checklists were received from 7 classrooms at 4 school sites (Allen Elementary School, Kindercare Dressler, Kindercare Market, Canton Preschool). Overall, the items showing the greatest need for improvement (i.e., less than 50% of children received positive ratings) at pre-test were:

- Shows concern for others
- Is liked by peers
- Displays positive behaviors
- Has good learning skills

The above items were consistent across sites, although teachers at Canton Preschool identified the following items as also in need of improvement in their students:

- Is shy/withdrawn
- Has poor emotional control
- Is relationally aggressive

107 post-test Drexel Checklists from 3 school sites were obtained during May and June 2011. Posttests had not been returned from Kindercare Market at the time of this report. There were 77 children for whom both pre- and post-test Drexel ratings were available. At Allen Elementary School, Kindercare Dressler, and Canton Preschool, all items (100%) rated by teachers as needing the most improvement at pre-test showed an increase in the percentage of students receiving a positive rating at post-test. This improvement was noted in the 4 items that were consistent across sites, as well as the additional items identified by Canton Preschool teachers. Overall percentages (across sites) of children displaying improvement are summarized below:

- Shows concern for others – 59.7% (range 55.6% to 75%)
- Is liked by peers – 61.0% (range 58.3% to 75%)
- Displays positive behaviors – 52.0% (range 33.3% to 75%)

- Has good learning skills – 48.1% (range 41.7% to 75%)

Progress on areas needing improvement as noted by Canton Preschool:

- Is shy/withdrawn – 88.9%
- Has poor emotional control – 88.9%
- Is relationally aggressive – 66.7%

The Devereux Early Childhood Assessment (DECA) is administered during the fall (September to December) and spring (April – May) to assist early childhood programs in evaluating child progress in acquiring foundational social and emotional competencies. The DECA examines child behavior in the classroom, as rated by the classroom teacher, across three protective factors: Attachment, Initiative, and Self-Control, and screens for the concerns regarding behavior.

DECAs were administered in the Fall and Spring to children in 16 EC centers participating in ECMHC through the Childhood Resiliency Project. 453 Teacher-completed DECA Pre-tests were administered in non-Head Start classrooms. (**Note:** Head Start maintains a separate e-DECA database, and information necessary to complete the remaining summary was not available at the time of this report.) The pre-test population was 47.5% female and 52.5% male, and the mean age was 3.98 years. Posttests were received for 486 children. Of those 486, 261 male children and 225 female children were evaluated by teachers during Spring 2011. There were 314 children for whom matched sets of pre- and post-test DECAs were available. Of the 314 children, 167 (53%) were male, and 147 (47%) were female.

Analysis of the DECA results for the 314 children rated during both pre- and post-test periods indicates that 104 (33.1%) of children were identified by teachers as below expectation for age on one or more of the DECA scales at pre-test. Of the children with one or more concern scores, 74 (71.2%) were male, and 30 (28.9%) were female. The scale most frequently rated in the concern range for both male and female children was Behavior concerns. Frequency of concerns across protective factors and behaviors varied between the EC sites, with a high of 50% of children rated as below expectation for age in Initiative, and 60% rated as a concern in Behavior. 76.8% of children for whom both pre- and post-test DECAs were obtained displayed progress on one or more of the DECA scales from Fall to Spring administrations.

For children who had scores in the concern range at pretest, 93.3% displayed progress on one or more DECA scales at post-test. The following displays the percentage of children, initially rated as below expectation for age at pretest, who strengthened social/emotional competencies, and/or reduced behavioral concerns, according to post-test results:

Initiative –	74.4%
Attachment –	86.7%
Self-Control –	75.0%
Behavioral Concerns –	78.1%