CENTER FOR
APPLIED RESEARCH AND
EDUCATIONAL IMPROVEMENT

AN EVALUATION OF THE CULTURAL CONTEXTUALIZATION OF THE INCREDIBLE YEARS PARENTING PROGRAM FOR AFRICAN AMERICAN AND HMONG CULTURAL GROUPS

April 15, 2016

Prepared by:
Jane Fields, PhD
Claire Harty, BA
Christopher D. Desjardins, PhD

This material is based upon work supported by the Corporation for National and Community Service (CNCS) under Grant No. 12SIHMN001 and Generation Next and Greater Twin Cities United Way. Opinions or points of view expressed in this document are those of the authors and do not necessarily reflect the official position of, or a position that is endorsed by, the Corporation, Generation Next, Greater Twin Cities United Way, or the Social Innovation Fund.

Acknowledgements

Please note that some language and detail have been taken directly from the final Social Innovation Fund Evaluation Plan (SEP) that was approved in June 2014 and authored by Beverly Dretzke, Ph.D., Research Associate, Center for Applied Research and Educational Improvement (CAREI); Muneer Karcher-Ramos, Director, Saint Paul Promise Neighborhood; Judy Ohm, Director of Early Childhood Services, Amherst H. Wilder Foundation; and Richard M. Lee, Ph.D., University of Minnesota Professor. We would also like to acknowledge the time that staff members from the United Way, the Saint Paul Promise Neighborhood, and the Wilder Incredible Years program spent helping us to understand the work that occurred during the grant period.

How to Cite this Report

Fields, J., Harty, C., & Desjardins, C. (2016, April). *An Evaluation of the Cultural Contextualization of the Incredible Years Parenting Program for African American and Hmong Cultural Groups.* Center for Applied Research and Educational Improvement, College of Education and Human Development, University of Minnesota.

Contact Information

Jane Fields, Ph.D.
Center for Applied Research and Educational Improvement
College of Education and Human Development
University of Minnesota
1954 Buford Avenue, Suite 425
Saint Paul, MN 55108
Telephone: (612) 624-4061
Email: jfields@umn.edu

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

EXECUTIVE SUMMARY

AN EVALUATION OF THE CULTURAL CONTEXTUALIZATION OF THE INCREDIBLE YEARS PARENTING PROGRAM FOR AFRICAN AMERICAN AND HMONG CULTURAL GROUPS

This report is based upon work supported by the Social Innovation Fund (SIF), a key White House initiative and program of the Corporation for National and Community Service (CNCS). Greater Twin Cities United Way received funds from the SIF to serve as a grantmaking intermediary in Minneapolis and Saint Paul. As part of a competitive selection process, the Amherst H. Wilder Foundation (Wilder) was selected as the fiscal agent for the Saint Paul Promise Neighborhood's (SPPN) subgrant.
Through the SIF award, Wilder and SPPN intended to deliver culturally contextualized versions of the Incredible Years program to African American and Hmong parents and children in the SPPN.

The Center for Applied Research and Educational Improvement (CAREI) was awarded the contract to evaluate several of the seven nonprofit subgrantee programs that received SIF funding from the United Way. This evaluation report provides information about the cultural contextualization process and the effectiveness of the culturally-contextualized Incredible Years parent programs, specifically for African American and Hmong parents and children. The subgrant period reported here ran from April 15, 2013, through December 31, 2015, which includes Year 1 (April 2013-April 2014), Year 2 (April 2014-April 2015), and a Year 2 no-cost extension (April 2015-December 2015).

The SPPN, located in the Frogtown and Summit-University neighborhoods of St. Paul, has large African American and Hmong communities; however, a study by Wilder found low participation in early learning settings on the part of African American and Hmong families. The Wilder and SPPN's theory of change hypothesizes that "cultural engagement is a critical piece of the education puzzle" and states that "all students and families have access to educational opportunities that honor and fully integrate their cultural practices, values, communication preferences, and learning styles" (Saint Paul Promise Neighborhood, 2015). With the SIF subgrant, SPPN and Wilder proposed to develop an African American contextualization of the Incredible Years parenting program, to refine a Hmong contextualization of the program, and to measure the effectiveness of the contextualizations on parenting skills and children's social-emotional development. Incredible Years is an evidence-based program that emphasizes a strong parent-child relationship and enhancement of parenting skills. Each participating parent(s) is asked to select a focal or "interactive" child for the program. The interactive child joins the parent at the end of each session to work on techniques that were taught to the parent. The program provides childcare for the interactive child and siblings during each session.

Prior to applying for SIF funding, Wilder worked with a University of Minnesota professor to adapt the Incredible Years model to be culturally-specific and relevant for Hmong parents and children. As part of the SIF funding, SPPN and Wilder wanted to further test this cultural adaptation for Hmong families, as well as develop and study a cultural adaptation for African American parents and children.

The evaluation study was designed to describe the implementation of the contextualized versions of the Incredible Years parenting program and to measure the effect of the cultural contextualization on outcomes of African Americans and Hmong Americans. Because the Hmong contextualization was early in the testing stage and the African American contextualization had not yet been developed at the start of

the subgrant period, the evaluation team determined that it was appropriate and feasible to obtain a preliminary level of evidence for each of these contextualizations by Year 2.

The impact evaluation questions were:

- Do parents who participate in the culturally contextualized versions of Incredible Years show a reduction in parental stress and/or an increase in effective parenting skills, as measured by the Parenting Stress Index-Short Form (PSI-SF; Abidin, 1995)?
- Do children participating in the culturally contextualized versions of Incredible Years show improvements in social-emotional behaviors, such as emotional problems, conduct problems, hyperactivity, peer problems, and prosocial behavior as measured by the Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997)?

The implementation evaluation questions were:

- Are parents and children receiving the designated amount of treatment programming?
- Is the Incredible Years Program being implemented as intended?
- Are the culturally contextualized versions of the Incredible Years model incorporating all of the key elements of the standard Incredible Years model (i.e., is the program still being implemented with fidelity after contextualization)?
- How satisfied are program staff, parents, and other stakeholders with the process of culturally adapting the Incredible Years program?
- What are perceived to be the greatest successes and challenges of the contextualization process?

Incredible Years staff collected all data, including family entry forms, assessment results, parent satisfaction surveys, and other pertinent data. The Incredible Years facilitators administered two instruments to the parents at the beginning of program participation and again at the end to measure pre/post changes in the participating parents' stress and children's social-emotional development: the Parenting Stress Index-Short Form (PSI-SF) and the Strengths and Difficulties Questionnaire (SDQ). Parent participants also completed a survey at the end of the program to gauge their satisfaction with Incredible Years. This information was shared with CAREI. CAREI evaluators also conducted semi-structured interviews with key staff members to obtain information about the cultural contextualization, fidelity of implementation, and general perceptions about what worked or not throughout the grant period. Information from meetings between evaluation staff and the grantees was also included here.

Impact Evaluation Findings. Analyses were restricted to children and parents who participated in a culturally contextualized Incredible Years program (African American or Hmong) and who had complete data. During the grant period (April 2013-December 2015), 25 Incredible Years parenting groups were offered. Of those, 14 were community groups (i.e., not strictly African American or Hmong cultural contextualization groups), 4 were African American cultural contextualization groups, and 7 were Hmong cultural contextualization groups. The community groups included parents from a variety of cultural groups and were not culturally contextualized. For this evaluation study, all analyses were restricted to children and parents who participated in a culturally contextualized Incredible Years program and who had complete data. For the African American cultural contextualization cohort (the combined information from the 4 African American cultural contextualization groups), 13 pre/post scores on the PSI-SF and 8 pre/post scores on the SDQ were included in the impact evaluation analysis. For the Hmong contextualization cohort, 26 pre/post scores on the PSI-SF and 19 pre/post scores on the SDQ were included.

Inferential and descriptive statistics were used to assess changes in parents and children. For both the PSI-SF and SDQ, pre/post differences were examined. In addition, the percent of scores falling into different

categories from pretest to posttest were examined. To determine whether there were significant changes or effects as a result of participating in the Incredible Years culturally contextualized parenting programs, pretest scores and posttest scores on the PSI-SF and the SDQ were compared. Paired *t* tests were computed for the Hmong cultural contextualization cohort, and no significant differences were found for either instrument on the total scale or any of the subscales. Thus, there is no evidence in these data to suggest that there was any effect on the Hmong cohort. Although *t* tests were not conducted for the African American cultural contextualization cohort because the sample size was too small, effect sizes were calculated. The effect sizes were large and in the desired direction in three areas – PSI-SF Total Stress score, the PSI-SF Difficulty Child subscale, and the SDQ Prosocial subscale – which suggests that further examination of the impact of the African American cultural contextualization is warranted.

The number of changes in classification categories on the PSI-SF and SDQ was also examined (normal or clinical for PSI-SF; abnormal, borderline, or normal for SDQ). For all scales, the majority of children and parents remained in the same classification category from pretest to posttest. This is not surprising, given that no significant differences between pretest and posttest were detected. For one scale (SDQ Prosocial subscale for the Hmong cultural contextualization cohort), the number of children who moved into the "worsened" category at posttest was larger than the number in the "improved" category.

Implementation Evaluation Findings. For the impact evaluation, descriptive statistics and qualitative analysis were used to describe implementation and participants' reactions to the program The following aspects of implementation were addressed: program dosage, implementation fidelity, information about the cultural contextualizations, and key staff members' perceptions.

During the subgrant period, 4 African American cultural contextualization groups and 7 Hmong cultural contextualization groups were held. The majority of the groups met for 7 weeks. Thirty-six African American and 43 Hmong parents participated in the culturally contextualized groups for a total of 79 parents. In the African American contextualized cohort, there were 34 interactive children and 55 siblings. In the Hmong contextualized cohort, there were 40 interactive children and 45 siblings.

Information about fidelity to the Incredible Years national curriculum was obtained through interviews and meetings with Wilder staff members who were responsible for implementing the Incredible Years program during the grant period. The evaluator was unable to observe program sessions in person, because it was determined that the evaluator's presence would be intrusive and would inhibit the parents from fully participating in the program. Interviewees explained that the cultural contextualizations were adopted in such a way that the key elements of the standard Incredible Years model were preserved.

The primary cultural contextualization occurred during the first week of programming. Although Incredible Years was implemented as usual using the standard Incredible Years lesson plans and activities, facilitators allowed time to incorporate cultural conversations into each session. No contextualization manual or curriculum was developed and no fidelity checks of the cultural contextualization occurred. However, interviewees noted that fidelity to the Incredible Years curriculum and programming was maintained using a variety of methods (e.g., completion of weekly facilitator checklists, observations by program coordinator, and so forth). Parents also completed a satisfaction questionnaire at the end of programming; in general, most parents were satisfied with the program.

Conclusions and Recommendations. Although the subgrantee struggled with recruiting participants, during the grant period, they facilitated 25 groups that served 557 people – 202 parents and 355 children. This shows that they were able to deliver the programming to many parents and children. However, in order to increase participation numbers, the programming was offered to community groups rather than

strictly African American or Hmong contextualization groups. While this resulted in a larger number of parents and children receiving the Incredible Years programming, it did not provide large sample sizes for testing the hypothesis that culturally contextualized versions of the Incredible Years curriculum would improve outcomes for parents and children in the two cultural groups targeted for this intervention.

Several limitations in the dataset hindered our ability to further examine the data. Recommendations for future data collection include:

- Track daily attendance data;
- Track all groups in which a parent participates (dates, age groups, interactive child for each group);
- Attach parent data to their interactive children's data;
- Enter the date an assessment was administered rather than the date it was entered into the database; and
- Enter item level information as well as scores for each assessment to allow the sample to be checked against the normative sample for each instrument.

Evaluating implementation was also challenging because evaluators relied on information provided by key staff members through meetings, documents, and interviews. Recommendations around implementation include:

- Create a manual for how to culturally contextualize the Incredible Years classroom while maintaining fidelity to the national curriculum;
- Clearly demonstrate how training on cultural contextualization occurs during the three-day Incredible Years facilitator training; and
- Adapt the Incredible Years materials to incorporate aspects of the cultural contextualization:
    - Add items to the observer checklists that include ways in which facilitators add in cultural contextualization to the daily lesson;
    - Create a rubric for the program manager to use when observing Incredible Years classrooms that includes cultural contextualization pieces;
    - Add items to the parent weekly surveys and to the parent satisfaction survey that expressly ask parents whether they felt that their culture had been taken into account or that the terminology was understandable.

The purpose of the subgrant was to test whether an evidence-based program that did not necessarily have explicit cultural aspects could be modified to include more culturally appropriate pieces (e.g., terminology, video vignettes, examples) and then show the same or better outcomes for the participants. This question fits nicely with the theory of change put forth by the SPPN, which posits that "…culture is the missing piece of the puzzle in the education process." The purpose of this grant was to validate the theory; however, because of the way it unfolded, the number of people participating in the cultural contextualization groups was lower than hoped. Project staff felt that the majority of the subgrant period was then spent on "getting the numbers," rather than focusing on further refining the Hmong cultural contextualization and developing the African American version. However, in the process, Incredible Years program staff members reported that they learned several lessons: (1) adapting an evidence-based program is time-consuming work; (2) it takes time to build trust and rapport in communities, especially when you want to offer something new and test it at the same time; (3) recruitment strategies need to also be culturally contextualized; and (4) it may be best to partner with organizations that already serve the cultural groups your service is targeting, but do not currently offer the programming you provide. The test will be how Wilder and SPPN use the lessons they learned from participating in this project to continue to infuse culture into their programming.

AN EVALUATION OF THE CULTURAL CONTEXTUALIZATION OF THE INCREDIBLE YEARS PARENTING PROGRAM FOR AFRICAN AMERICAN AND HMONG CULTURAL GROUPS

INTRODUCTION

This report is based upon work supported by the Social Innovation Fund (SIF), a key White House initiative and program of the Corporation for National and Community Service (CNCS). The Social Innovation Fund combines public and private resources to grow the impact of innovative, community-based solutions that have compelling evidence of improving the lives of people in low-income communities throughout the United States.[1]

Greater Twin Cities United Way received funds from the SIF to serve as a grantmaking intermediary in Minneapolis and Saint Paul. As part of a competitive selection process, the Amherst H. Wilder Foundation (Wilder) was selected as the fiscal agent for the Saint Paul Promise Neighborhood's (SPPN) subgrant. The Center for Applied Research and Educational Improvement (CAREI) was awarded the contract to evaluate several of the seven nonprofit subgrantee programs that received SIF funding from the United Way.

Through the SIF award, Wilder and SPPN intended to deliver culturally contextualized versions of the Incredible Years program to African American and Hmong parent groups in the SPPN. This evaluation report will provide information about the cultural contextualization process and report on the effectiveness of the culturally-contextualized Incredible Years parent programs, specifically for African American and Hmong parents and children. The subgrant period reported here ran from April 15, 2013 – December 31, 2015, which includes Year 1 (April 2013-April 2014), Year 2 (April 2014-April 2015), and a Year 2 no-cost extension (April 2015-December 2015).

This report will provide background on the issue that was addressed with the proposed program model – the cultural contextualization of the Incredible Years parenting program for African American and Hmong parent groups. The program theory, logic model, and outcomes of interest are also described because they helped to shape the implementation and impact evaluation questions and study design. Results for the implementation and impact evaluation are described followed by a conclusions section that summarizes the findings and provides recommendations.

Problem Definition

The Saint Paul Promise Neighborhood (SPPN) is part of the U.S. Department of Education's Promise Neighborhood network whose vision "…is that all children and youth growing up in Promise Neighborhoods have access to great schools and strong systems of family and community support that will prepare them to attain an excellent education and successfully transition to college and a career."[2] The SPPN, located in the Frogtown and Summit-University neighborhoods of St. Paul, is host to a mix of many cultures, with the largest proportion of the neighborhood being from the African American and

[1] For more information, see: nationalservice.gov/Innovation.
[2] For more information, see: http://www2.ed.gov/programs/promiseneighborhoods/index.html.

Hmong communities.[3] Within the SPPN, there are glaring racial disparities in early childhood education participation. The 2011 SPPN Community Assessment (Karcher-Ramos, MartinRogers, Mueller, & Mattessich, 2011) found that only 5% of Hmong and 53% of African American children age birth through five living in the SPPN participated in formal early childhood learning programs. The SPPN Early Childhood Solution Action Group realized that low participation in early learning settings on the part of Hmong families is related to unfamiliarity with, and lack of trust of, non-school based centers, coupled with the cultural child rearing practices exhibited in mainstream early learning centers that may not be of interest to many Hmong parents. Among African American families, major barriers to participation in early learning settings include cost and transportation, as well as other factors. The SPPN's Social Innovation Fund theory of change hypothesizes that "cultural engagement is a critical piece of the education puzzle" and states that "all students and families have access to educational opportunities that honor and fully integrate their cultural practices, values, communication preferences, and learning styles" (Saint Paul Promise Neighborhood, 2015). The belief is that cultural engagement will, in part, increase participation in programs because the curriculum is culturally-specific and culturally-relevant.

For these reasons, the SPPN and Wilder partnered to deliver culturally contextualized curricula of the Incredible Years parenting program for these two cultural communities.[4] With the Social Innovation Fund subgrant, SPPN and Wilder proposed to develop an African American contextualization, to refine a Hmong contextualization, and to measure the effectiveness of the contextualizations on parenting skills and children's social-emotional development.

Program Description

Incredible Years is an evidence-based program that promotes emotional and social competence in young children and helps prevent aggression and emotional problems. Incredible Years parenting programs are offered to parents of babies (0-12 months), toddlers (1-3 years), preschoolers (3-6 years), and school age children (6-12 years). Incredible Years emphasizes a strong parent-child relationship and enhancement of parenting skills. Groups typically meet for 12-20 weekly 2-hour sessions. "Group sessions focus on: strengthening parent-child interactions, nurturing relationships, reducing harsh discipline, and fostering parents' ability to promote children's social, emotional, and language development" (Retrieved from: http://incredibleyears.com/programs/parent/). In addition, Incredible Years offers the Attentive Parenting program, which is a "6-8 session group-based 'universal' parenting program" that promotes "children's emotional regulation, social competence, problem solving, reading and school readiness."[5] Educating parents about child development and parent-child interactions such as praising positive behaviors and coaching children through appropriate verbal expression of emotions can have a beneficial impact on social-emotional competence and, ultimately, on school readiness (Gray, Heberle, & Carter, 2012).[6]

[3] For more information on the Saint Paul Promise Neighborhood (SPPN), see: https://www.wilder.org/Community-Leadership/Saint-Paul-Promise-Neighborhood/Pages/default.aspx.

[4] For more information on the Incredible Years parenting program, see: http://incredibleyears.com/programs/parent/. Additional information can be found at the What Works Clearinghouse: http://ies.ed.gov/ncee/wwc/interventionreport.aspx?sid=590.

[5] For information on the Incredible Years Attentive Parenting program, see: http://incredibleyears.com/programs/parent/attentive-curriculum/.

[6] There is a strong link between young children's social-emotional competence and their chances of early school success (Raver, 2002). Social-emotional development is also deeply rooted in culturally regulated child-rearing practices (Rubin, 1998). Studies have demonstrated that social-emotional knowledge has a critical role in improving children's academic performance and life-long learning (Zins, Bloodworth, Weissberg, & Walberg, 2004). Children who are aware of their emotions and have good planning skills by the time they enter school also have a lower risk for problems of aggression and anxiety disorders (Greenberg, Kusch, & Mihalic, 1998). Special programs that

Prior to applying for SIF funding, Wilder worked with the University of Minnesota to adapt the Incredible Years model to be culturally-specific and relevant for Hmong parents and children. Examples of the ways in which the curriculum was culturally contextualized for Hmong families include the use of a Hmong-only group format and changes to the symbols used in the curriculum (e.g., participants found the use of a house image more culturally meaningful than the image of a pyramid to represent approaches to building parent/child relationships). (Appendix A provides background information on the development of the Hmong cultural contextualization.) As part of the SIF funding, SPPN and Wilder wanted to further test this cultural adaptation for Hmong families, as well as replicate the cultural adaptation for African American parents and children.

In the subgrant proposal, Wilder proposed to deliver culturally-contextualized curricula of Incredible Years designed for Hmong parents and caregivers of children in four different age groups (0-12 months, 1-3 years, 2-4 years, and 5-6 years) and to partner with the University of Minnesota to offer newly culturally-contextualized curricula for African American parents and caregivers of children in the same four age groups. (Appendix B offers a descriptive overview of the four Incredible Years program types offered by Wilder: the Parents and Babies Program, the Parents and Toddlers Program, the Parents and Toddlers Attentive Parenting Program, and the Early School Age (Preschool) Attentive Parenting Program.) Each participating parent(s) is asked to select a focal or "interactive" child for the program. The interactive child joins the parent at the end of each session to work on techniques that were taught to the parent. The program provides childcare for the interactive child and siblings during each 2-hour session. Originally, Wilder intended to recruit parents and children from SPPN-sponsored sites and programs and from other early learning settings affiliated with the SPPN Early Learning Network; however, offerings were expanded outside this network through the subgrant period. In addition to the cultural contextualization of the programming, Wilder and SPPN indicated that they would offer transportation assistance, childcare, a shared family meal, and a weekly incentive to help families overcome barriers to participation and encourage their ongoing participation.

Program Theory, Logic Model, and Outcomes of Interest

The logic model for the Incredible Years cultural contextualizations (see Appendix C) is a modification of the logic model for the traditional Incredible Years Parent Program developed by Carolyn Webster-Stratton at the University of Washington. The model presents program components and goals, program modalities, targeted risk and protective factors, proximate (short-term) outcomes, and distal (long-term) outcomes.

The components of the program are the Incredible Years BASIC parent program and developmentally specific content for three age groups: babies, toddlers, and preschool children. The goal of the program is to enhance positive parenting interactions, coaching, attachment with children, and proactive discipline.

The program modalities are the specific strategies, methods, and techniques used to accomplish the program goals. These modalities include goal setting and self-monitoring; video monitoring; role play and behavioral practice; group support, discussion, and problem solving; cognitive emotional-regulation training; take-home practice and reading; and family meal and child care.

promote social-emotional learning reduce aggression and increase prosocial behavior (Schonert-Reichl, Smith, Zaidman-Zait, & Hertzman, 2012; Weissberg, Kumpfer, & Seligman, 2003).

The program targets risk factors and protective factors. The risk factors are related to the parent, child, and family. The risk factors include parent personal/interpersonal problems; ineffective parenting skills; low monitoring; numerous stressors (e.g., challenging life events); low parent involvement with schools and teachers; and child biological factors (e.g., developmental delays). The program also targets protective factors related to the parents. These protective factors include positive, nurturing, developmentally appropriate parenting skills; parent support for the child's social, emotional, and academic development; parent support networks; parent partnerships with teachers and schools; and effective communication skills, anger management, and problem solving.

The short-term outcomes are targeted outcomes that the program has been shown in research to impact immediately and 1 to 3 years following program completion. Short-term outcomes are targeted in three areas: improved parenting and interpersonal skills, improved child behavior at home, and improved child behavior at school. The long-term outcomes for youth, designed to impact at long-term follow up during adolescence, are related to decreased antisocial behavior, less depression, and less likelihood of dropping out of school.

Research on the impact of parenting education programs has shown that such programs can significantly improve participants' knowledge of effective parenting strategies (Winter, Morawska, & Sanders, 2012); the quality of parent-child interactions; the occurrence of a child's positive behaviors in non-school settings; and parental depression (e.g., Niccols, 2009). Similarly, an investigation of the effects of the Incredible Years parent training program on outcomes for children aged 3 to 7 years and their parents reported significant improvements in children's problem behaviors and social competence as well as increases in parental well-being and competence (McGilloway, Ni Mhaille, Bywater, Furlong, Leckey, Kelly, et al., 2012). In addition, research focused on school-related outcomes has found that a parenting intervention emphasizing positive behavior support, monitoring and limit setting, and enhanced relationship quality carried out with parents of children 2 to 3 years of age resulted in higher academic performance at ages 5 and 7.5 years when compared to the performance of children whose parents did not participate in the intervention (Brenna, Shelleby, Shaw, Gardner, Dishion, & Wilson, 2013).

METHODS

Purpose

The evaluation study was designed to measure the effect of two Incredible Years cultural contextualizations on outcomes of African American and Hmong parents and interactive children. In addition, the evaluation was designed to describe the implementation of the contextualized versions of the Incredible Years parenting program.

Evaluation Questions

IMPACT EVALUATION QUESTIONS

Prior to receiving SIF funding, the Hmong culturally contextualized program had been developed and offered once. Wilder also proposed, as part of this grant, to develop an African American cultural modification of the Incredible Years model. Because the Hmong contextualization was early in the testing stage and the African American contextualization had not yet been developed at the start of the grant period, the evaluation team determined that it was appropriate and feasible to obtain a preliminary level of

evidence for each of these contextualizations by Year 2, using the data from Years 1 and 2. For the impact evaluation, confirmatory and exploratory questions were proposed.[7]

The confirmatory questions for Years 1 and 2 are:

- Do parents who participate in the culturally contextualized versions of Incredible Years show a reduction in parental stress, as measured by the Parenting Stress Index-Short Form (PSI-SF; Abidin, 1995)?
- Do parents who participate in the culturally contextualized versions of Incredible Years exhibit an increase in effective parenting skills, as measured by the PSI-SF?
- Do children participating in the culturally contextualized versions of Incredible Years show improvements in social-emotional behaviors, such as emotional problems, conduct problems, hyperactivity-inattention, peer problems, and pro-social behavior as measured by the Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997)[8]?

IMPLEMENTATION EVALUATION QUESTIONS

In this early stage of developing cultural contextualizations for the African American and Hmong communities of the standard Incredible Years model, the evaluation team also proposed studying program implementation. The implementation evaluation was designed to examine whether the project was implemented as proposed. The following questions were addressed by the implementation evaluation:

- Are parents and children receiving the designated amount of treatment programming?
- Is the Incredible Years Program being implemented as intended?
- Are the culturally contextualized versions of the Incredible Years model incorporating all of the key elements of the standard Incredible Years model (i.e., is the program still being implemented with fidelity after contextualization)?
- How satisfied are program staff, parents, and other stakeholders with the process of culturally adapting the Incredible Years program?
- What are perceived to be the greatest successes and challenges of the contextualization process?

Data Collection

Incredible Years staff collected all data, including family entry forms, assessment results, parent satisfaction surveys, and other pertinent data. Most of that information was then entered by Incredible

[7] Two exploratory questions were posed in the approved SIF evaluation plan, but they will not be addressed here. The first question, "Is the abbreviated series (6 or 7 weeks) of the culturally contextualized version of Incredible Years as effective as the longer series (10-14 weeks) as indicated by results on the outcome measures utilized to assess program impact?" could not be addressed because the sample sizes were not large enough to study dosage effects. The second question, "Are the instruments that have been utilized to assess outcomes of the traditional Incredible Years program (PSI-SF, SDQ, ASQ, and ASQ:SE) valid for assessing outcomes of the Hmong and African American culturally contextualized versions of Incredible Years?" could not be addressed because Incredible Years' childcare workers did not complete the assessments or comparison of ratings as described in the approved SIF evaluation plan; thus, information was not obtained that would allow for the planned instrument validation study.

[8] In the final approved evaluation plan, it was also listed that the Ages and Stages Questionnaire (ASQ; Squires, Twombly, Bricker & Potter, 2009) and the Ages and Stages Questionnaire: Social-Emotional (ASQ:SE; Squires, Bricker, & Twombly, 2002) would be administered for younger children; however, only a small number were administered and there were administrative errors during administration so information from the ASQ and ASQ:SE was not available.

Years staff into CareLogic, the data system used by Wilder's Child Development Center, and shared with the SPPN. Parents of Incredible Years participants signed a consent form that allowed Wilder to enter and store information in the SPPN database and gave permission for SPPN to share data with CAREI.

The Incredible Years facilitators were asked to administer two instruments to the parents at the beginning of program participation and again at the end to measure pre/post changes in the participating parents' stress and childrens' social-emotional development. These assessments include: the Parenting Stress Index-Short Form (PSI-SF; Abidin, 1995) and the Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997). The PSI-SF is completed by parents and measures the level of parental distress, positive parent-child interactions, and parent's perceptions of the child's behavior. The SDQ is also completed by parents and focuses on the child they have selected for class interaction time (the "interactive" child). The SDQ provides a measure of the child related to emotional problems, conduct problems, hyperactivity, peer relationship problems, and pro-social behavior. In addition to completing the pre/post parental stress and social-emotional development instruments, parent participants completed a survey at the end of the program to gauge their satisfaction with Incredible Years.

INSTRUMENTS

PSI-SF instrument. The PSI-SF has three subscales (Parental Distress, Parent-Child Dysfunctional Interaction, and Difficult Child) consisting of 12 items each. Parents respond using a 5-point scale (strongly agree, agree, not sure, disagree, strongly disagree) to indicate how well each item represents their opinions.[9] The Parental Distress subscale score indicates degree of distress arising from personal factors such as depression and stressful demands related to life role restrictions (e.g., *"I feel trapped by my responsibilities as a parent"*). The Parent-Child Dysfunctional Interaction subscale yields a score that indicates the level of dissatisfaction with the parents' exchanges with their child and the extent to which parents feel their child does not meet expectations (e.g., "*When I do things for my child, I get the feeling that my efforts are not appreciated very much"*). The Difficult Child subscale provides an indication of parents' perceptions of their child's self-regulatory abilities (e.g., *"My child reacts very strongly when something happens that my child doesn't like"*). In addition, a Total Stress score indicates the overall stress level experienced by the parents.

SDQ instrument. The SDQ consists of 25 items that are divided among five scales of five items each. Subscale scores are generated for the five subscales: Emotional Problems, Conduct Problems, Hyperactivity, Peer Problems, and Prosocial Behavior. Example statements for the Emotional Problems subscale include, *"Often complains of headaches, stomach-aches or sickness"* and *"Many worries or often seems worried."* Example statements for the Conduct Problems subscale include, *"Often fights with other children or bullies them"* and *"Generally well behaved, usually does what adults request."* Example statements for the Hyperactivity subscale include, *"Restless, overactive, cannot stay still for long"* and *"Good attention span, sees chores or homework through to the end."* Example statements for the Peer Problems subscale include, *"Picked on or bullied by other children,"* and *"Has at least one good friend."* Example statements for the Prosocial Behavior subscale include, *"Considerate of other people's feelings"* and *"Kind to younger children."* A Total Difficulties score is also provided. Respondents rate the extent to which statements reflect their child's behavior on a 3-point Likert-type scale (not true, somewhat true, certainly true).[10]

[9] Parents are also measured on "Defensive Responding," which is a validity subscale that indicates whether a parent is answering in a way that would make him/her look more favorable.
[10] For more information, see www.sdqinfo.org.

Parent Satisfaction Survey.[11] Parents were administered the Incredible Years Parent Program Satisfaction Questionnaire (Attentive Parenting Program version) at the end of programming. This measure of parent satisfaction provides information for the implementation evaluation. Participating parents were asked questions about the overall program (7 questions), the teaching format (7 questions), the specific parenting techniques (7 questions), the parent group leader(s) (4 questions), and the parent group (4 questions). Each question had one of several 7-point response scales; for example, parents were asked to rate the following statement, "*My child's social and emotional skills are*" using a scale of considerably worse, worse, slightly worse, the same, slightly improved, improved, or greatly improved. The survey also includes three open-ended items about recommendations for improvement, need for further parenting assistance, and benefits of the program.

Interviews. Semi-structured interview protocols were developed to ask program staff about the cultural contextualization, fidelity of implementation, recruitment, and general perceptions about what worked or not throughout the grant period. The CAREI evaluator conducted interviews with the Director of the Saint Paul Promise Neighborhood (SPPN); the Director of Wilder's Child Development Center; the Incredible Years Coordinator; a Parent Education Recruiter and Community Outreach Coordinator and Incredible Years facilitator; two Incredible Years facilitators; and a University of Minnesota professor. In addition, several meetings were held with these key staff members, as well as two data specialists from Wilder, from June 2015 through December 2015. Information from these meetings was also included here.

Study Design

Because some parents and children left the program before all data were collected, missing data were present in the dataset. For this evaluation study, all analyses were restricted to children and parents who participated in a culturally contextualized Incredible Years program and who had complete data. Inferential and descriptive statistics were used to assess changes in social-emotional development, child behavior, parenting skills, and parental distress; descriptive statistics and qualitative analysis were used to describe implementation and participants' reactions to the program.

IMPACT EVALUATION DESIGN

For both the PSI-SF and SDQ, pre/post differences were examined. In addition, the percent of scores falling into different categories from pretest to posttest were examined (see Table 1 for more information). Only participants with PSI-SF pretest and posttest data were included in the PSI-SF analyses; only those with pre/post data on the SDQ were included in the SDQ analyses.

Table 1. Impact Evaluation Questions and Information Needed

Evaluation Question	Information Needed
• Do parents who participate in the culturally contextualized versions of Incredible Years show a reduction in parental stress? • Do parents who participate in the culturally contextualized versions of Incredible Years	Parenting Stress Index-Short Form (PSI-SF) • Pre/Post information completed by parents tested for significant differences between pretest and posttest on three subscale scores and Total Stress score

[11] The final approved SIF evaluation plan indicated that weekly parent surveys would be administered and analyzed. The weekly survey was used for internal purposes only to monitor implementation fidelity. The information analyzed here is from the Incredible Years Parent Program Satisfaction Questionnaire (Attentive Parenting Program version) administered to parents at the end of the program.

Evaluation Question	Information Needed
exhibit an increase in effective parenting skills?	• Number in normal and clinical categories at pretest and posttest • Number of pretest to posttest classification category changes
• Do children participating in the culturally contextualized versions of Incredible Years show improvements in social-emotional behaviors? ○ **SDQ.** Will children participating in the Incredible Years program who are assessed by the SDQ show improvement in emotional symptoms, conduct problems, hyperactivity, peer problems, and prosocial behavior?	Strengths and Difficulties Questionnaire (SDQ) • Pre/Post information completed by parents tested for significant differences between pretest and posttest on five subscale scores and Total Difficulties score • Number in normal, borderline, or abnormal categories at pretest and posttest • Number of pretest to posttest classification category changes

For the African American cohort that received the culturally contextualized Incredible Years programming, sample sizes on both the PSI-SF and the SDQ were too small to perform a *t* test analysis to test whether the differences between pretest and posttest were statistically significant for the overall scale score and subscale scores. However, effect sizes were calculated and are reported here. An appropriate effect size measure for the difference between two means is Cohen's *d*, which is the mean difference in standard deviation units. A conventional interpretation of *d* is:

- 0.8 = large effect size (almost an entire standard deviation)
- 0.5 = moderate effect size
- 0.2 = small effect size.

For the Hmong cohort that received the culturally contextualized Incredible Years programming, matched pairs *t* tests were performed to test whether the differences between pretest and posttest were statistically significant for the overall scale score and subscale scores on both the PSI-SF and the SDQ. To test the robustness of our findings against violations of normality, a series of signed rank tests were also performed, and no differences were found between the *t* test results and the signed rank results (i.e., there was 100% agreement between the tests). Therefore, the *t* test findings will be presented in the results section for the Hmong cohort, along with information on effect sizes for the overall scale score and subscale scores.

For both the African American and Hmong cohorts, the number of scores falling into the categories of "normal" and "clinical" at each test administration of the PSI-SF as well as the number of pre/post category shifts were examined. Similarly for the SDQ, for each cohort (African American and Hmong), the number of scores falling into the "abnormal," "borderline," or "normal" categories at both the pretest and posttest is reported for the Total Difficulties score and each subscale. The number of pre/post category shifts is also presented.

IMPLEMENTATION EVALUATION DESIGN

The purpose of the implementation evaluation was to verify that the project was implemented as proposed. The following aspects of implementation are addressed: program dosage; implementation fidelity; information about the cultural contextualizations; and key staff members' perceptions of what

worked well, challenges, and lessons learned during the grant period. Table 2 shows the information obtained and reported for each implementation evaluation question.

Table 2. Implementation Evaluation Questions and Information Needed

Evaluation Question	Information Needed
• Are parents and children receiving the designated amount of treatment programming?	Program dosage information: • Number of parents, interactive children, and siblings in the African American and Hmong culturally contextualized cohorts • Age ranges for interactive children • Number of hours of programming and childcare • Number and race/ethnicity of facilitators • Dates of programming
• Is the Incredible Years Program being implemented as intended? • Are the culturally contextualized versions of the Incredible Years model incorporating all of the key elements of the standard Incredible Years model (i.e., is the program still being implemented with fidelity after contextualization)?	Information on program delivery: • Number of instructors who are African American and Hmong • Number of instructors who speak the Hmong language o Documents provided by Wilder Information about implementation fidelity: • Interview data that provides information about how fidelity of implementation was monitored o Interviews with key staff members, including the Director of SPPN; the Director of Wilder's Child Development Center; the Incredible Years Coordinator; a Parent Education Recruiter and Community Outreach Coordinator and Incredible Years facilitator; two Incredible Years facilitators; and a University of Minnesota professor Information about satisfaction with Incredible Years programming: • Incredible Years Parent Program Satisfaction Questionnaire (Attentive Parenting Program) results o Data collected by, and provided to CAREI, by Wilder
• How satisfied are program staff, parents, and other stakeholders with the process of culturally adapting the Incredible Years program?	Information about cultural contextualization: • Interview data that provides information about the cultural contextualization that occurred o Interviews with key staff members • Document analysis and meeting notes
• What are perceived to be the greatest successes and challenges of the contextualization process?	Feedback from staff members regarding: • Perceptions of program implementation (what worked well, challenges, lessons learned) and perceptions of impact on families o Interviews with key staff members o Meeting notes

Information regarding program dosage was obtained from interviews and meetings with key project staff; from documents, provided by project staff, listing group and facilitator information; and from information in the CareLogic dataset that Wilder provided to CAREI.[12] Information about implementation fidelity and the cultural contextualizations was obtained through interviews and meetings with key project staff. Another measure of implementation fidelity included here is the degree of satisfaction with the program

[12] The following aspects of program dosage that were proposed in the approved SIF evaluation plan will not be reported here due to lack of available data: attendance rates of parents and children, session locations, session times.

by participants. This was measured by the parent satisfaction questionnaire completed by parents at the end of the program.[13] Finally, interviews and meetings with key project staff also provided information about successes, challenges, and lessons learned by the staff throughout the grant period.

For the parent satisfaction survey, the percent of respondents selecting each response option was calculated for each survey question. In addition, the information provided in the open-ended questions was summarized. The qualitative data from the interviews was analyzed to identify common issues and themes and to provide additional context and information about the cultural contextualization process and implementation, as well as strengths and challenges experienced during the grant period.

RESULTS

Summary Information

Recall that Incredible Years is a program offered to parents to strengthen parenting skills and to help parents foster their children's social-emotional skills. Each participating parent(s) is also asked to select a focal or "interactive" child for the program. The interactive child joins the parent at the end of each session to work on techniques that were taught to the parent. The program provides childcare for the interactive child and siblings during the session.

During the subgrant period (April 2013-December 2015), 25 groups were offered. Of those, 14 were community groups[14] (offered to a mix of people), 4 were African American cultural contextualization groups, and 7 were Hmong cultural contextualization groups. The number of sessions varied across the 25 groups:

- The majority of the groups met for 7 sessions (14 groups),
- 3 groups met for 6 sessions,
- 3 met for 8 sessions,
- 1 met for 9 sessions,
- 1 met for 10 sessions, and
- 3 met for 12 sessions.

Each group met once weekly for a 2-hour session. Nineteen facilitators ran the various groups – 8 were African American, 6 were Caucasian, 4 were Hmong, and 1 was Korean. In general, African American and Hmong facilitators worked with the African American and Hmong contextualization groups, respectively.[15] In all, 557 people were served – 202 parents and 355 children. Because the purpose of this evaluation was to study the cultural contextualizations of the Incredible Years parenting program specifically offered to African American or Hmong parents and children, findings from only the contextualization groups will be reported here. For analysis purposes, information from the four African American cultural contextualization groups were combined and are called the African American cohort;

[13] The following information about implementation and the cultural contextualizations, proposed in the final approved SIF evaluation plan, was not provided for analysis: lesson plans, teaching materials, and handouts specifically related to the cultural contextualization; videotape recordings of group sessions; minutes of instructional time in the Hmong language (which could not be determined because facilitators spoke using a mix of English and Hmong).

[14] The community groups included parents from a variety of cultural groups and were not culturally contextualized.

[15] For one of the Hmong cultural contextualization groups, a Hmong and Caucasian facilitator worked together.

information from the seven Hmong cultural contextualization groups were combined and are called the Hmong cohort.[16]

Impact Evaluation Findings

SAMPLE

For the impact evaluation, the following inclusion criteria were applied to the dataset provided to CAREI by Wilder – the parent or child had to be in either an African American or Hmong group (if the group name included "community" then the participant was excluded) and only interactive children were included and not siblings (data were not collected on siblings). In addition, for the inferential statistics, a parent's data was included only if there was both a pretest and posttest. For cases in which a child had more than one pretest or posttest score on the SDQ or a parent had more than one pretest or posttest score on the PSI-SF, the data were excluded. Given those criteria, a total of 79 parents and 74 interactive children were included in the final dataset (see Table 3 for breakdowns by cultural contextualization cohort). Of the 79 parents, 39 parents had pretest and posttest data that could be included in the analysis for the PSI-SF (13 were African American and 26 were Hmong) and 27 parents had pretest and posttest data that could be included in the SDQ analysis (8 were African American and 19 were Hmong).[17]

Table 3. Number of Cases Included in Impact Analysis

Cultural Contextualization Cohort	Number of Parents	Number Included in PSI-SF Impact Analysis	Number Included in SDQ Impact Analysis	Number of Interactive Children*	Number of Siblings**
African American	36	13	8	34	55
Hmong	43	26	19	40	45
Total	79	39	27	74	100

* Interactive children participate in the parent-child interaction sessions.
**Siblings are for reference only; they were not administered any assessments or included in the study.

Appendices D and E provide the pretest and posttest means, *t* tests (Hmong cohort only), Cohen's *d*,[18] and changes in classification categories for the Total Stress score as well as for the three subscales (Parental Distress, Parental Child Dysfunctional Interaction, and Difficult Child) on the PSI-SF. The same information is provided for the SDQ Total Difficulties Score and for the five SDQ subscales (Emotional, Conduct, Hyperactivity, Peer Problems, and Prosocial). For both the PSI-SF and the SDQ, lower scores are better than higher scores (so a lower posttest score is indicative of an improvement on the measure) for all of the scale and subscale scores except for the SDQ Prosocial subscale (where a higher posttest score indicates an improvement). Appendix D shows the results for the African American contextualization cohort (see Figures D1-D10), and Appendix E shows the results for the Hmong contextualization cohort (see Figures E1-E10).

[16] *Cohort* refers to the total set of groups that received the cultural contextualization (e.g., the African American cohort refers to the four African American culturally contextualized groups). *Group* refers to the offering of the Incredible Years parenting program that occurred with different groups of parents and children over the subgrant period (e.g., there were seven Hmong culturally contextualized groups); group is a subset of cohort. Finally, *session* refers to one of several meeting times when a group met (ranging from 6 sessions to 12 sessions).
[17] Dosage ranged from 6 sessions to 12 sessions for the two cultural contextualization cohorts. Although examining dosage effects would be interesting, the sample sizes were too small to study the impact of dosage.
[18] Cohen's *d* was calculated as the absolute value of the mean of the differences between the pretest and posttest divided by the pooled standard deviation of these differences. Thus, when interpreting Cohen's *d*, it is important to examine the pretest and posttest means to determine whether or not the effect was in the desired direction.

TESTS OF PRE/POST DIFFERENCES

The purpose of the impact evaluation was to determine whether there were significant changes or effects, as determined by scores on the PSI-SF and the SDQ, as a result of participating in the Incredible Years culturally contextualized parenting programs for African American or Hmong parents and children. To do this, pretest scores and posttest scores on the PSI-SF and the SDQ were compared. Because of small sample sizes, *t* tests could not be performed for the African American contextualization cohort. Matched pairs *t* tests were performed on the Hmong cohort, but there were no significant differences from pretest to posttest. Effect sizes were computed for both cohorts, and Table 4 shows the summary effect size findings. Note that two large effect sizes were found for the African American contextualization cohort, suggesting that there was a large difference from pretest to posttest on the PSI-SF Difficult Child subcale (Cohen's $d = 0.95$) and on the SDQ Prosocial subscale ($d = 1.02$). On the PSI-SF Difficult Child subscale, the posttest mean (20.8; $SD = 6.2$) was lower than the pretest mean (27.0; $SD = 9.1$), which shows an improvement in this area (see Figure D4, Appendix D). For the SDQ Prosocial subscale, where a higher score suggests an improvement, the posttest mean (8.6; $SD = 1.3$) was higher than the pretest mean (7.0; $SD = 2.1$) (see Figure D10). The effect size of 0.74 on the PSI-SF Total Stress score for the African American contextualization cohort is also worth examining further. Again, the posttest mean (62.0; $SD = 16.4$) was lower than the pretest mean (74.5; $SD = 21.6$), suggesting an improvement (see Figure D1). These effect size findings suggest that with more power (larger sample sizes), a significant difference (or effect) could be detected.

Table 4. Summary of Effect Sizes on PSI-SF and SDQ for African American and Hmong Cultural Contextualization Cohorts

Cohort and Instrument Scale / Subscale	**Effect Size: Cohen's *d***		
	Small (.2 - <.5)	**Moderate (.5 - <.8)**	**Large (.8 and greater)**
African American PSI-SF			
• Total Stress		0.74	
• Parental Distress		0.56	
• Parent-Child Dysfunctional Interaction	0.26		
• Difficult Child			0.95
Hmong PSI-SF			
• Total Stress	0.36		
• Parental Distress	0.22		
• Parent-Child Dysfunctional Interaction	0.42		
• Difficult Child	0.29		
African American SDQ			
• Total Difficulties Score	0.39		
• Emotional Problems	0.25		
• Conduct Problems	0.41		
• Hyperactivity	0.42		
• Peer Problems	0.24		
• Prosocial			1.02
Hmong SDQ			
• Total Difficulties Score		0.57	

Cohort and Instrument Scale / Subscale	Effect Size: Cohen's *d*		
	Small (.2 - <.5)	Moderate (.5 - <.8)	Large (.8 and greater)
• Emotional Problems	0.39		
• Conduct Problems	0.41		
• Hyperactivity	0.27		
• Peer Problems	0.34		
• Prosocial	0.34*		

* This effect represented a negative effect (see Figure E10 on SDQ Prosocial subscale for the Hmong cohort).

CHANGES IN CLASSIFICATION CATEGORIES

The number of changes in classification categories on the PSI-SF and SDQ was also examined. Table 5 shows the number of parents and children whose classifications (normal or clinical for PSI-SF; abnormal, borderline, or normal for SDQ) improved, stayed the same, or worsened from the pretest to the posttest. For all scales, the majority of parents and children remained in the same classification category from pretest to posttest. This is not surprising, given that no significant differences between pretest and posttest were detected. There is only one instance in which the number of children who moved into the "worsened" category at posttest was larger than the number in the "improved" category (for the SDQ Prosocial subscale for the Hmong cultural contextualization cohort, 5 children had scores in the "worsened" category and 2 had scores in the "improved" category; see Figure E10, Appendix E).

For the African American contextualization cohort, across all scales on the PSI-SF, 17% of the classification categories improved from pretest to posttest, 77% stayed the same, and 4% worsened. On the SDQ, 29% of the classification categories improved, 63% stayed the same, and 8% worsened.

For the Hmong contextualization cohort, across all scales on the PSI-SF, 20% of the classification categories improved from pretest to posttest, 73% stayed the same, and 7% worsened. On the SDQ, 15% of the childrens' classification categories improved, 74% stayed the same, and 11% worsened.

Table 5. Summary of Classification Changes: Number of Children Whose Classification Category Improved, Stayed the Same, or Worsened

Cohort and Instrument Scale / Subscale	Classification Change from Pretest to Posttest		
	Improved	Stayed the Same	Worsened
African American PSI-SF (*n*=13)			
• Total Stress	2	9	1
• Parental Distress	3	10	0
• Parent-Child Dysfunctional Interaction	2	10	1
• Difficult Child	2	11	0
Hmong PSI-SF (*n*=26)			
• Total Stress	6	18	2
• Parental Distress	5	18	3
• Parent-Child Dysfunctional Interaction	6	18	2
• Difficult Child	4	22	0
African American SDQ (*n*=8)			
• Total Difficulties Score	2	5	1

Cohort and Instrument Scale / Subscale	Classification Change from Pretest to Posttest		
	Improved	**Stayed the Same**	**Worsened**
• Emotional Problems	2	6	0
• Conduct Problems	2	5	1
• Hyperactivity	2	6	0
• Peer Problems	3	3	2
• Prosocial	3	5	0
Hmong SDQ (*n*=19)			
• Total Difficulties Score	3	14	2
• Emotional Problems	2	16	1
• Conduct Problems	4	13	2
• Hyperactivity	2	16	1
• Peer Problems	4	13	2
• Prosocial	2	12	5

Implementation Evaluation Findings

The implementation evaluation was designed to provide information that the project was implemented as proposed. The following sections provide information about implementation: program dosage, implementation fidelity, cultural contextualizations, and key staff members' perspectives.

PROGRAM DOSAGE

Because the purpose of this evaluation was to study the cultural contextualizations of the Incredible Years parenting program specifically offered to parents and children from African American or Hmong cultural communities, program dosage information will be reported only for the contextualization groups (see Table 6[19]). This information is important in order to assess whether or not parents and children received an appropriate amount of treatment programming.

From April 2013-December 2015 (the grant period), 4 African American cultural contextualization groups and 7 Hmong cultural contextualization groups were held. The majority of the groups met for 7 weeks/sessions (5 groups); 1 met for 6 weeks; 2 met for 8 weeks; 1 met for 9 weeks; and 2 met for 12 weeks. Each weekly session was 2 hours long. Four different facilitators worked with the African American cultural contextualization groups, all of whom were African American. Five different facilitators worked with the Hmong groups – 4 were Hmong and 1 was Caucasian. Two of the Hmong facilitators worked with 3 groups each, 1 worked with 2 groups, and 1 worked with 1 group; the Caucasian facilitator worked with 1 Hmong group. Although Incredible Years does not require two facilitators, Wilder has found that to be a successful strategy, so six of the eleven groups had two facilitators.

Thirty-six African American and 43 Hmong parents participated in the culturally contextualized groups for a total of 79 parents (see Table 3 above). In the African American contextualized cohort (which

[19] The information reported in Table 6 was provided to CAREI by Wilder in a document, rather than being taken from the CareLogic dataset. The dates of programming in Table 6 do not always correspond to the begin dates provided in the CareLogic dataset for the participants determined to be eligible for inclusion in the impact evaluation.

consists of those who participated in one of the 4 African American culturally contextualized groups), there were 34 interactive children and 55 siblings. In the Hmong contextualized cohort, there were 40 interactive children and 45 siblings. The ages of the interactive children ranged from 1 to 7, with the majority between the ages of 3 and 6. This is to be expected, because Wilder focused on providing services to parents and children in this age range.

Table 6. Program Information for African American and Hmong Cultural Contextualization Groups

Cultural Contextualization Group	Dates Group Met	Number of Weeks Group Met	Hours of Programming / Child Care[20]	Race / Ethnicity of Facilitator 1	Race / Ethnicity of Facilitator 2
African American	September 24 – November 26, 2013	7	14 hours	African American	African American
African American	January 21 – April 22, 2015	12	24 hours	African American	African American
African American	September 9 – October 28, 2015	7	14 hours	African American	African American
African American	April 14 – June 2, 2015	8	16 hours	African American	None listed
Hmong	October 8 – November 26, 2013	7	14 hours	Hmong	Hmong
Hmong	April 9 – May 28, 2014	7	14 hours	Hmong	None listed
Hmong	January 21 – March 5, 2015	7	14 hours	Hmong	None listed
Hmong	January 21 – April 22, 2015	12	24 hours	Hmong	None listed
Hmong	April 13 – June 8, 2015	6	12 hours	Hmong	Caucasian
Hmong	October 1 – December 10, 2015	9	18 hours	Hmong	Hmong
Hmong	October 2 – December 11, 2015	8	16 hours	Hmong	None listed

IMPLEMENTATION FIDELITY

An examination of implementation fidelity was important to ensure that the core components of the Incredible Years program were retained, even when offering a culturally contextualized version of the Incredible Years program. Information about fidelity to the Incredible Years national curriculum was obtained through interviews and at meetings with Wilder staff members who were responsible for implementing the Incredible Years program during this grant period. The evaluator was unable to observe program sessions in person, because it was determined that the evaluator's presence would be intrusive

[20] Child care was offered for the length of each session; each session was typically two hours long.

and would inhibit the parents from fully participating in the program. An alternative was proposed in the final approved SEP to videotape sessions, but no videotaping of class sessions was conducted.

Interviewees explained that the cultural contextualizations were adopted in such a way that the key elements of the standard Incredible Years model were preserved. One facilitator noted, "I don't think we really changed the curriculum because we still want to stay true to the IY curriculum because … it's considered evidence-based so we still want to stay true to the topics and curriculum, and I think it works well when you just allow time to incorporate the conversations of culture into the session."

The primary cultural contextualization occurred at the beginning of the program – in the first and/or second meeting of the group through the use of a cultural contextualization resource that helps facilitators establish rapport and relationships with parents called INTERFACE. INTERFACE stands for Incorporating Narratives To Engage and Retain Families through Action, Cultural Connection, and Empowerment, and it is currently under development by Dr. Richard M. Lee at the University of Minnesota.

Although Incredible Years was implemented as usual using the standard Incredible Years lesson plans and activities, facilitators allowed time to incorporate cultural conversations into each session (see below for more information about the cultural contextualization process). It should also be noted that because Wilder was having difficulty recruiting families for longer sessions, a decision was made during the grant period to offer only the Attentive Parenting Program to parents with children aged 3 to 5 years, which reduced the program to 7 weeks.[21] This meant that the INTERFACE session was reduced from 2 weeks to 1 week before Incredible Years programming began.

No fidelity checks of the cultural contextualization occurred. However, fidelity to the Incredible Years curriculum and programming was maintained using the following methods:

- All facilitators received the standard three-day Incredible Years training.[22] The training included:
    - Training on the Incredible Years collaborative model and the Incredible Years curriculum;
    - Training on how to be a facilitator, which includes how to role play and how to help the parents and the interactive children work on techniques learned during class; and
    - Training on INTERFACE, which included information on how to conduct the first session and how to incorporate cultural components and sensitivity throughout the program.
- The program manager met with facilitators before the start of any new group to help them prepare (to make sure they were ready to cover the curriculum, do role plays, discuss vignettes, and so forth for each meeting).
- The program manager observed during the third or fourth session of the group.
- Facilitators completed a standardized fidelity checklist at the end of each session.
- Parents completed a feedback survey at the end of each session. The program manager provided each facilitator a summary of the parent survey responses after each session.

[21] The Incredible Years Attentive Parenting Program is a six-week program (see also Appendix B and http://incredibleyears.com/programs/parent/attentive-curriculum/). Typically, an additional week was added so that the INTERFACE cultural contextualization piece could be offered during the first week's session.

[22] Two interviewees mentioned that to become a certified Incredible Years parent facilitator, the facilitator must lead a certain number of groups and submit videotapes of the groups. No information was provided as to whether all or only some facilitators had received this certification.

- The program manager reviewed the facilitator checklists and the weekly survey data to see if there were any discrepancies or concerns that needed to be discussed with facilitators.
- The program manager stayed in contact with facilitators via email and phone throughout the program offering.

The Incredible Years program suggests that parents call each other during the week to serve as "buddies" as they practice the techniques they are learning in the program; however, the facilitators said that it could be difficult to get the parents to call each other, so often the facilitator made the phone calls. Also, as mentioned above, Incredible Years does not require two facilitators, but Wilder has found that practice to be a successful strategy for maintaining fidelity. Plus, as one interviewee noted, with two facilitators, "you have different point of views. Sometimes, you're able to connect with a parent and somebody else maybe is more connected to one parent. So they can have closer connections with the facilitator."

Parents' Satisfaction with the Program

One aspect of fidelity includes assessing participants' satisfaction with the program. To measure this, parents were administered the Incredible Years Parent Program Satisfaction Questionnaire (Attentive Parenting Program) at the end of the programming (during the last session). The survey was not modified to include any items specifically related to the cultural contextualization components, so no information is available regarding participants' responses to the cultural contextualizations. The questionnaire includes questions about satisfaction with the overall program, teaching format, specific parenting techniques, group leader(s), the parent group, as well as three open-ended questions. Example questions and response options are:

- *"I feel that the approach used to strengthen my child's social and emotional behaviors in this program is"* (response options: very inappropriate, inappropriate, slightly inappropriate, neutral, slightly appropriate, appropriate, greatly appropriate);
- *"Demonstration of parenting skills through the use of video vignettes was"* (response options: extremely useless, useless, slightly useless, neutral, somewhat useful, useful, extremely useful); and
- *"I feel the leader's teaching was"* (response options: very poor, poor, slightly below average, average, slightly above average, high, superior).

Wilder provided CAREI with anonymous participant level data for each survey question. The percent of respondents selecting each response option was calculated for each survey question. In addition, the information provided in the open-ended questions was summarized. A summary of the survey findings is presented below for each cultural contextualization cohort. For more information, see Tables F1-F7 in Appendix F for the African American contextualization cohort and Tables G1-G7 in Appendix G for the Hmong cohort.[23]

Survey Summary for the African American Cultural Contextualization Cohort

Survey data were available for three of the African American cultural contextualization groups. A total of 12 participants completed the survey (although not every respondent answered every question).

Overall Program. Most respondents reported that their child's social and emotional, pre-academic, self-regulation, and problem solving skills had improved slightly to greatly (see Table F1, Appendix F). No

[23] The percent of respondents answering each survey question is provided in the tables. Percent totals in the tables may be above or below 100% due to rounding error.

respondents indicated that their child's skills had decreased. However, 25% to 33% of respondents said that their child's skills remained at the same level as before they started the program. When asked to rate their overall feelings about their progress at using skills taught by the program, 42% of the respondents felt optimistic. Likewise, 42% of respondents indicated that the approach used by this program was greatly appropriate to strengthen their child's social and emotional behaviors. The majority of respondents (75%) responded that they would recommend this program to a friend or relative. Most respondents (83%) said they felt slightly to very positive about achieving their program goal.

Teaching Format. Eighty-four percent of respondents reported that the content of the information presented was somewhat to extremely useful (see Table F2). One respondent responded negatively, rating the content as useless. Responses indicated that there were mixed opinions about the utility of different program activities (e.g., video vignettes, group discussion, practice of play and coaching skills at home, reading chapters of Incredible Years texts, weekly handouts, and practice during group sessions). Some respondents rated five of the six activities as slightly useless or neutral. Despite that, the majority of respondents indicated that these activities were somewhat to extremely useful. Use of practice or role play during group sessions was rated lowest (42% selected slightly useless or neutral), and group discussion of parenting skills and weekly handouts were rated highest (84% rated these as somewhat useful, useful, or extremely useful).

*Specific Parenting Techniques***.** Respondents were asked to rate specific parenting techniques: attentive child-directed play, academic and persistence coaching, social coaching, emotional coaching, teaching children to problem solve through play, and helping the child to control his/her anger (see Table F3). The majority of respondents rated these techniques as useful or extremely useful. For each of the techniques, one respondent rated the specific technique as either slightly useless or neutral. When asked to rate this overall group of techniques, 83% of respondents rated them as useful or extremely useful.

*Evaluation of Parent Group Leaders***.** In the Incredible Years Parent Program Satisfaction Questionnaire for the Attentive Parenting Program, respondents are asked to rate each group leader individually. Because the purpose of this survey analysis was not to evaluate individual group leaders, but rather to gain a better understanding of how respondents perceived the group leaders, the information for all group leaders was combined (for this reason, there are a larger number of responses for each question in this section; see Table F4). No respondents rated the group leader on the negative end of the spectrum of response options. In fact, half of the respondents rated the leader's teaching and preparation as superior; the other half rated the leader as average, slightly above average, or high. All respondents were satisfied or extremely satisfied with the leader's interest in and concern about the respondent and his or her child, and all felt the leader was helpful or extremely helpful.

Parent Group. Most respondents indicated that the parent group was supportive and that other group members displayed interest in the respondent and his or her child (see Tables F5 and F6). However, 80% of respondents said that they would not like to keep meeting as a parent group (respondents could select yes or no). Responses to the question, "How likely is it that you will continue meeting with one or more parents in your group?" were mixed; responses ranged from the lowest (highly unlikely) to highest (very likely) indicators on the spectrum of ratings. However, the majority of respondents (63%) said they were somewhat to very likely to meet with one or more group members again.

*Open-Ended Responses***.** Parents are also asked to respond to three open-ended questions (see Table F7 for a complete list of responses). Six people answered the question, "How could the program have been improved to help you more?" Two people said the program could have covered more topics, and two others said the program could have been longer. One person commented that the curriculum was

"aggressive and ridiculous," but another person said "I don't think the program can be improved. I already think highly of the program." Seven people answered the question, "At this time, do you feel the need for further parenting assistance?" Five people answered affirmatively, and two people answered negatively. Seven people answered the question, "What do you see as the main benefit of the Attentive Parenting Program?" There were a variety of responses, including learning new parenting techniques, helping children learn specific skills, and learning other parent's perspectives.

Survey Summary for the Hmong American Cultural Contextualization Cohort

Survey data were available for four Hmong cultural contextualization groups. A total of 20 participants completed the survey (although not every respondent answered every question).

Overall Program. The majority of respondents reported that their child's social and emotional, pre-academic, self-regulation, and problem solving skills had improved slightly to greatly (see Table G1, Appendix G). However, one respondent said that their child's social and emotional, self-regulation, and problem solving skills had become slightly worse. Sixteen percent to 21% of respondents said that their child's skills in these areas remained at the same level as before they started the program. When asked to rate their overall feelings about their progress at using skills taught by the program, most respondents (79%) felt slightly to very optimistic. Likewise, all respondents said that the approach used by this program was appropriate to strengthen their child's social and emotional behaviors. All respondents indicated that they would recommend this program to a friend or relative. In addition, all respondents said they felt slightly to very positive about achieving their program goal.

Teaching Format. None of the responses concerning the teaching format were negative (see Table G2). All respondents indicated that the content of the information presented was useful or extremely useful. Likewise, all respondents felt that demonstration of parenting skills through the use of video vignettes, group discussion of parenting skills, and practice of play and coaching skills at home was somewhat to extremely useful. Some respondents rated reading chapters from Incredible Years texts, weekly handouts, and use of practice or role play during group sessions as neutral.

Specific Parenting Techniques. Respondents were asked to rate the following specific parenting techniques: attentive child-directed play, academic and persistence coaching, social coaching, emotional coaching, teaching children to problem solve through play, and helping the child to control his or her anger (see Table G3). The majority of respondents felt that these techniques were somewhat to extremely useful. When asked to rate this overall group of techniques, all respondents rated them as useful or extremely useful.

Evaluation of Parent Group Leaders. Respondents to this survey are asked to rate each group leader individually; however, because the purpose of this survey analysis was not to evaluate individual group leaders, ratings for all group leaders were combined (for this reason, there are a larger number of responses for each question in this section; see Table G4). No respondents rated the teaching on the negative end of the spectrum of responses options. However, one respondent rated the leader's preparation as slightly below average. Having said that, the majority of respondents rated the leader's teaching and preparation as superior (50% and 57%, respectively). Ninety-seven percent of respondents were slightly to extremely satisfied with the leader's interest and concern in the respondent and his or her child, and all respondents found the leader to be helpful or extremely helpful in general.

Parent Group. All respondents indicated that the parent group was supportive and that other group members displayed interest in the respondent and his or her child (see Tables G5 and G6). However, 88%

of respondents said that they would not like to keep meeting as a parent group (respondents could select yes or no). Responses to the question, "How likely is it that you will continue meeting with one or more parents in your group" ranged from the lowest (highly unlikely) to highest (very likely) of the response options. However, the majority of respondents (67%) said they were somewhat to very likely to meet with one or more group members again.

Open-Ended Responses. Parents are also asked to respond to three open-ended questions (see Table G7 for a complete list of responses). Thirteen people answered the question, "How could the program have been improved to help you more?" Four people said that the program was helpful and did not need improvement. Two people expressed that the program should be longer or cover less content to give more time for parents to learn. Other singular responses included that the leader should be more prepared and allow more advance notice for events outside of class, the videos should be translated into Hmong, and that the program was focused too much on one-to-one parent and child interactions. Fourteen people answered the question, "At this time, do you feel the need for further parenting assistance?" Eleven people answered negatively. The remainder of respondents expressed that the program was helpful and they could use further opportunities for practice. Seventeen people answered the question, "What do you see as the main benefit of the Attentive Parenting Program?" There was a range of responses, including the usefulness of videos, assignments, and examples; bonding with children; knowing themselves as parents; and helping their children become better people.

CULTURAL CONTEXTUALIZATION

According to staff members, the cultural contextualization of the Incredible Years program occurred several ways, which will be discussed below. The information for this section was obtained through the analysis of meeting minutes, documents, and transcriptions of interviews with key staff members.

Use of INTERFACE

The INTERFACE resource was adopted as the framework for helping facilitators incorporate culture into the programming by establishing relationships with the parents. INTERFACE was designed as a two-session module that would precede Incredible Years programming, but once Wilder moved to the six-week Attentive Parenting Program, INTERFACE was reduced to one session. An internal document provides the following additional information about INTERFACE:

> INTERFACE involves the articulation of family narratives to identify parenting values and goals. Then, using motivational interviewing techniques, parents will clarify these values and goals… the group facilitator will present the IY curriculum in a manner that matches the values, regulatory focus (i.e., promotion or prevention) and target (i.e., parent or child) of the parents.… Role induction techniques will be used to ensure parents understand their roles and responsibilities throughout the course of the IY program. Finally, cultural adaptations will be made through contextualization and augmentation based upon the information garnered from the … engagement module. *(Judy Ohm, personal communication and internal document, 1/21/16)*

The INTERFACE curriculum and training manual are under development, but Wilder incorporated aspects of it into the three-day Incredible Years facilitator training (as mentioned above). Facilitators used INTERFACE during the first week of programming. During this time, deeper connections are made with the parents. Facilitators discuss parenting issues with participants – how they were raised, their current parenting styles, their motivations as parents, their hopes for their children, family and cultural values, and so forth. One person commented that "the INTERFACE exchange is rich."

These parent narratives discussed during the first session were designed to increase parent engagement and buy-in to the program. The information was also used as a reference point to continue to incorporate culture into each session.

> We only use one session, it's called the engagement session, and we use parts of the INTERFACE in that session to have parents talk about their own narratives and how do they parent, how were they parented, kind of trying to get them into the groove of there's no right or wrong parenting. We just try to help them open up a little bit about what parenting is for them. Then we introduce what Incredible Years is and what we can provide and how we could possibly fill in things that they would like to learn about. *(Facilitator)*

Facilitators took notes throughout a number of Incredible Years parent sessions during the grant period. The notes were summarized to gain a better understanding of the cultural contextualization that occurred during programming (Yang, 2015). The findings show that "contextualization is not generalizable for all groups regardless of background but that there are themes and styles of parenting that come up more than once in a variety of groups regardless of composition" (Yang, p. 2). Common themes included: respect for adults, social and emotional skills, culture, physical discipline, traditions. Yang concluded by saying that "the amount of themes can attest to the fact that every group is different and contextualization should be fluid along with the dynamic of the groups composition" (p. 7).

Program Delivery

Facilitators were matched with the cultural group when possible. Thus, African American facilitators were hired to facilitate the African American cultural contextualization groups; Hmong facilitators who speak Hmong were hired to facilitate the Hmong contextualization groups.

Speaking in the Hmong language allowed facilitators an opportunity to translate key terminology in ways that would be more understandable. One of the Hmong facilitators explained that although Incredible Years is considered culturally competent, the curriculum cannot always be translated directly and still be understood by people from different cultural groups. For example, she said the concepts of pretend and imaginative play are difficult to translate in a way that would be understood by people in the Hmong culture.

> I think something I would say in terms of contextualization is that the national Incredible Years curriculum considers it as culturally competent across the board. But we've found that it's not really, especially with the Hmong community, because for instance if I was to translate a lot of the vignettes, the concepts they talk about in those vignettes sometimes are not culturally competent. If I spoke about star wars and fighting out in space, I can't translate that directly into Hmong and have it make sense…. So what I do is kind of modify concepts, not even modify, but try to relate it to what the parent understands or what the community understands. *(Facilitator)*

Thus, an important piece of the cultural contextualization was to use language and terminology that would be more meaningful and relevant to the cultural group. For example, a common metaphor used in the Incredible Years programming is the pyramid that depicts the parenting strategies that should be used most frequently at the bottom of the pyramid (e.g., play, praise and incentives, and effective limit setting) and the parenting techniques that should be used sparingly at the top of the pyramid (e.g., ignoring, distracting, redirecting, and time outs). The facilitators discussed how they used a house metaphor or a gardening metaphor instead for the cultural groups. They built in time to discuss how the pyramid model

may not be as relevant in their traditions and then provided another metaphor that might be more relevant but that still emphasized the Incredible Years model.

Video Vignettes

Video vignettes are used throughout the program. Facilitators discussed how the people depicted in the videos are not very diverse and the vignettes are in English. They felt that in order to do a cultural adaptation, the videos need to look more like the people in the group and be in the language of the culture. One facilitator said, "…let's get to the video, the all-white videos. You know I think if we're going to do a cultural course it would make sense that we had that cultural piece—you know that we see a Hmong family, we see a Hispanic family, we see a Somalian family, and we see an African American family. That would have been nice." Thus, for the Hmong groups, facilitators at first would translate the clips as the video played. Because it was quite challenging to translate as the video played, a Wilder staff member translated the videos into Hmong and recorded the translations over the videos. The idea was that the recorded translation would play while the video played; however, the voice-over was not very successful. A facilitator stated, "…when you translate to Hmong, things are a little longer, so sometimes the video would end and then the voiceover continued because it's not over yet. So it was a little confusing for the parents." One facilitator believes it would be better to play the video in English or read the translation of the video in Hmong. Another said that it might be better to use more role play by the facilitators to depict the lessons from the videos.

KEY STAFF MEMBERS' PERSPECTIVES

Several key staff members acknowledged that, throughout the subgrant period, the initiative had trouble meeting their goals related to the number of African American and Hmong cultural contextualization groups held and the total number of parents and interactive children who participated. Some interviewees attributed this, in part, to "misperceptions around the type of grant it was." One interviewee reported that the programming team thought, "It was an implementation grant in our viewpoint versus evaluation," which is a misconception about the SIF program. When the grant was awarded in April 2013, the Hmong contextualization had been offered once and the African American contextualization had not yet been developed; thus, Incredible Years contextualized programming was not offered until September 2013. One interviewee reported, "And so from April to September we were working on 'we have to get people trained, we have to...' You know there were a lot of things that had to happen in order to for us to be ready and so that's why we didn't actually pull groups until September." Interviewees also talked about other implementation issues that resulted in them getting behind in their target numbers, such as a winter of bad weather and class cancellations, space issues, and the need to hire and train new facilitators.

Although they acknowledged the difficulty they had in reaching their target numbers, the interviewees felt that several positive outcomes emerged from the grant funding. One person said:

> I think that we did miss our mark obviously, our numbers weren't there. I think we have a good experience to talk about how that happened.… I mean I'm sure it was somewhat disappointing from the United Way's part because we weren't making our numbers, but yet, we were having an impact, we do have an impact … look at the things we can validate. Can we validate that we're working in cultural communities? Yes. Can we validate that the parents are coming in with a high level of stress when they're living in poverty? … And to know that that piece of it is yes, I mean you know the answer is yes, even though the numbers are small. *(Interviewee)*

Although the impact evaluation findings did not show a significant change in parents or children, interviewees reported that they receive comments from parents about how they enjoyed the programming and felt that it was beneficial. Interviewees also described how they will see a parent who has gone through the program at Wilder or in the community and witness the parents saying or doing things that were modeled in the class. Another interviewee described how the people hired to be interpreters for the class also found it beneficial: "They would talk afterwards. They would say, 'I'm going to use this at home.' So [it was as if] they were going through the class." Another interviewee said, "I feel like parents who go through it, they really say they like it and they benefited from that, so I think it's a great program for parents."

Second, having the subgrant "frankly provided a testing ground for taking a program that wasn't specific to Hmong or African American and gave SPPN (Saint Paul Promise Neighborhood) sort of a testing ground to figure out kind of how to do that." This included changing the recruitment strategies throughout the subgrant period. One interviewee noted, "…It really is looking at reaching across the community and figuring out the pieces that are effective with various cultures, with various agencies, different parents…" Early on, Incredible Years administration staff members were trying to coordinate the programming (including the cultural contextualization components) and recruit parents. Recruiting has included posting flyers in the community and attending school and community resource fairs. Recruiting has also included building relationships with organizations that could refer parents to Incredible Years, such as Head Start and schools. During the grant period, they hired a Hmong parent navigator, whose job title quickly changed to "Recruiter and Community Outreach Coordinator." She is responsible for developing marketing strategies to promote community interest. One interviewee stated, "culturally-based recruitment strategies matter." She is promoting partnerships with other organizations with similar missions that do not provide parent education but would like that as part of their programming. One interviewee noted that the key lesson learned here is that it takes time to learn about community needs and to build relationships with community partners. She noted the importance of gaining trust and respect in the communities, so that you become a trusted resource for providing services. For example, if you are asking an organization to refer clients to your program, "it's long-term—building relationships and trust because we're really asking for them to hand over their clients, and they want to make sure that it's quality, that we're going to take care of them, we're not going to alienate them."

CONCLUSIONS

Although the grantees struggled with recruiting participants, during the grant period they facilitated 25 groups that served 557 people – 202 parents and 355 children. This shows that as they honed their recruitment strategies, they were able to deliver the programming to more parents and children. However, in order to increase participation numbers, the programming was offered to community groups rather than strictly African American or Hmong contextualization groups. While this resulted in a larger number of parents and children receiving the Incredible Years programming, it did not provide larger sample sizes for testing the hypothesis that culturally contextualized versions of the Incredible Years curriculum would improve outcomes for parents and children in the two cultural groups targeted for this intervention. Again, because the purpose of this evaluation was to study the cultural contextualizations of the Incredible Years parenting program specifically offered to African American or Hmong cultural groups, findings from only the cultural contextualization cohorts were reported here.

For the African American cultural contextualization cohort, 13 pre/post scores on the PSI-SF and 8 pre/post scores on the SDQ were included in the impact evaluation analysis. For the Hmong contextualization cohort, 26 pre/post scores on the PSI-SF and 19 pre/post scores on the SDQ were

included. Thus, there was not much power to detect a difference between pretest and posttest scores. Paired *t* tests were computed for the Hmong cultural contextualization cohort, and no significant differences were found for either instrument on the total scale or any of the subscales. Thus, there is no evidence to suggest that there was any effect on the Hmong cohort. Although *t* tests were not conducted for the African American cultural contextualization cohort, effect sizes were calculated. The effect sizes were large and in the desired direction in three areas, which suggests that further examination of the impact of the African American cultural contextualization is warranted. There was a large difference (in the desired direction) from pretest to posttest on the PSI-SF Total Stress score (Cohen's $d = 0.74$), the PSI-SF Difficulty Child subcale ($d = 0.95$), and on the SDQ Prosocial subscale ($d = 1.02$).

Several limitations in the dataset also hindered our ability to further examine the data. For example, there were several instances where a parent had more than one pretest, posttest, or both. Because it was often not clear in the dataset which pretest/posttest scores were administered first, no data for these parents were included in the analysis. There were also discrepancies in the data; for example, group begin/end dates in the dataset did not always match up with dates provided to CAREI by Wilder. No daily attendance information was provided, so even if the samples had been larger, there was no way to examine dosage effects. Finally, it would have been interesting to connect parents to children in the dataset in order to examine the connection between PSI-SF and SDQ scores or to connect parents' satisfaction levels as measured by the survey with their scores on the PSI-SF. Recommendations for future data collection include:

- Track daily attendance data;
- Track all groups in which a parent participates (dates, age groups, interactive child for each group);
- Attach parent data to their interactive children's data;
- Enter the date an assessment was administered rather than the date it was entered into the database; and
- Enter item level information as well as scores for each assessment to allow the sample to be checked against the normative sample for each instrument.

Evaluating implementation was also challenging because evaluators had to rely on information provided by key staff members through meetings, documents, and interviews. Evaluators did not observe (either in-person or through videotape) weekly sessions in order to examine implementation fidelity to the Incredible Years curriculum or to see how the cultural contextualization occurred. The contextualization pieces were not documented in the form of a manual or curriculum materials. The record of the contextualization is from interviews with key staff members and an analysis of notes taken during sessions. The lack of specific information about the cultural contextualization also makes it hard to attribute any effect, if one had been detected, to the standard Incredible Years program or to the Incredible Years plus contextualization condition. Recommendations around implementation include:

- Create a manual for how to culturally contextualize the Incredible Years classroom while maintaining fidelity to the national curriculum;
- Clearly demonstrate how training on cultural contextualization occurs during the three-day Incredible Years facilitator training; and
- Adapt the Incredible Years materials to incorporate aspects of the cultural contextualization:
    - Add items to the observer checklists that include ways in which facilitators incorporate cultural contextualizations into the session;
    - Create a rubric for the program manager to use when observing Incredible Years sessions that includes cultural contextualization pieces;
    - Add items to the parent surveys administered after each session and to the parent satisfaction survey administered at the end of programming that expressly ask parents

whether they felt that their culture had been taken into account or that the terminology was understandable.

The purpose of the grant was to test whether an evidence-based program that did not necessarily have explicit cultural aspects could be modified to include more culturally appropriate pieces (e.g., terminology, video vignettes, examples) and then show the same or better outcomes for the participants. This question fits nicely with the theory of change put forth by the SPPN, which posits that "…culture is the missing piece of the puzzle in the education process." SPPN believes that partner programs should either be culturally-based at conception or should be adapted to include a cultural lens. In proposing the cultural contextualization of the Incredible Years curriculum, the question was "what would families need to make this more culturally appropriate and to feel connected to it?" Facilitators were then trained on INTERFACE and how to include cultural contextualization in the programming. The purpose of this grant was to validate the theory; however, because of the way it unfolded, the number of people participating in the cultural contextualization groups was lower than hoped. Project staff felt that the majority of the grant period was then spent on "getting the numbers," rather than focusing on how best to refine the Hmong cultural contextualization and to develop the African American version. However, in the process, Incredible Years staff members reported that they learned several lessons: (1) adapting an evidence-based program is time-consuming work; (2) it takes time to build trust and rapport in communities, especially when you want to offer something new and test it at the same time; (3) recruitment strategies need to also be culturally contextualized; and (4) it may be best to partner with organizations that already serve the cultural groups your service is targeting, but do not currently offer the programming you provide. The test will be how Wilder and SPPN use the lessons they learned from participating in this project to continue to infuse culture into their programming.

REFERENCES

Abidin, R. R. (1995). *Parenting Stress Index* (3rd ed.). Odessa, FL: Psychological Assessment Resources.

Bermudez Parsai, M., Gonzalez Castro, F., Marsiglia, F. F., Harthun, M. L., & Valdez, H. (2011). Using community-based participatory research to create a culturally grounded intervention for parents and youth to prevent risky behaviors, *Prevention Science, 12*, 34-37.

Brenna, L. M., Shelleby, E. C., Shaw, D. S., Gardner, F., Dishion, T. J., & Wilson, M. (2013). Indirect effects of the Family Check-Up on school-age academic achievement through improvements in parenting in early childhood. *Journal of Educational Psychology, 105*(3), 762-773.

Goodman, R. (1997). The Strengths and Difficulties Questionnaire: A research note. *Journal of Child Psychology and Psychiatry, 38*, 581–586.

Gray, S. A. O., Heberle, A. E., & Carter, A. S. (2012). Social-emotional school readiness: How do we ensure children are ready to learn? *Zero to Three, 33*(1), 4-9.

Greenberg, M. T., Kusch, C., & Mihalic, S. F. (1998). *Blueprints for violence prevention, book ten: Promoting alternative thinking strategies (PATHS)*. Boulder: Center for the Study and Prevention of Violence, Institute of Behavioral Science, University of Colorado.

Karcher-Ramos, M., MartinRogers, N., Mueller, D., & Mattessich, P. (2011). *Saint Paul Promise Neighborhood: Summary of results from the 2011 community assessment and segmentation analysis*. Saint Paul, MN: Wilder Research.

Lau, A. S., (2006). Making the case for selective and directed cultural apadtations of evidence-based treatments: Examples from parent training, *Clinical Psychology: Science and Practice*, 13(4), 295-310.

Lee, R. M., Vu, A. M., & Lau, A. S. (2013). Culture and evidence-based prevention programs. In F. Paniagua & A. M. Yamada (Eds.), *Handbook of Multicultural Mental Health* (2nd edition, pp. 527-545). New York: Academic Press.

McGilloway, S., Ni Mhaille, G., Bywater, T., Furlong, M., Leckey, Y., Kelly, P. et al. (2012). A parenting intervention for childhood behavioral problems: A randomized controlled trial in disadvantaged community-based settings. *Journal of Consulting and Clinical Psychology, 80*(1), 116-127.

Niccols, A. (2009). Immediate and short-term outcomes of the "COPEing with Toddler Behaviour" parent group. *Journal of Child Psychology and Psychiatry, 50*(5), 617-626.

Raver, C. C. (2002). Emotions matter: Making the case for the role of young children's emotional development for early school readiness. *Social Policy Report, 16*(3), 3-19.

Rubin, K. H. (1998). Social and emotional development from a cultural perspective. *Developmental Psychology, 34*(4), 611-615.

Schonert-Reichl, K. A., Smith, V., Zaidman-Zait, A., & Hertzman, C. (2012). Promoting children's prosocial behaviors in school: Impact of the "Roots of Empathy" program on the social and emotional competence of school-aged children. *School Mental Health, 4*(1), 1-12.

Squires, J., Bricker, D., & Twombly, E. (2002). *Ages and Stages Questionnaires: Social-Emotional: A parent-completed, child-monitoring system for social-emotional behaviors.* Baltimore: Paul H. Brookes Publishing Co.

Squires, J., Twombly, E., Bricker, D., & Potter, L. (2009). *ASQ 3 user's guide*. Baltimore, MD: Paul H. Brookes Publishing Co.

Saint Paul Promise Neighborhood. (August 2015). *Impact document* (downloaded from https://www.wilder.org/Community-Leadership/Saint-Paul-Promise-Neighborhood/Pages/Our-Impact.aspx).

Weissberg, R. P., Kumpfer, K. L., & Seligman, M. E. P. (2003). Prevention that works for children and youth. *American Psychologist, 58*(6/7), 425-432.

Winter, L., Morawska, A., & Sanders, M. R. (2012). The effect of behavioral family intervention on knowledge of effective parenting strategies. *Journal of Child and Family Studies, 21*, 881-890.

Yang, M. (November 25, 2015). *Parent Education Summaries* (report prepared for Judy Ohm, Director of the Child Development Center). St. Paul, MN: Amherst H. Wilder Foundation.

Zins, J., Bloodworth, M., Weissberg, R., & Walberg, H. (2004). The scientific base linking social and emotional learning to school success. In J. Zins, R. Weissberg, M. Wang, & H. Walberg (Eds.), *Building academic success on social and emotional learning: What does the research say?* (pp. 3-22). New York: Teachers College Press.

APPENDICES

Appendix A: Background on the Development of the Hmong Cultural Contextualization

Prior to receiving funding from the Social Innovation Fund, Wilder worked with University of Minnesota Professor Richard M. Lee and his colleagues to develop and research a culturally contextualized version of the Incredible Years program for Hmong families.[24] The cultural contextualization was created using a respectful and collaborative process where parents who participated in the curriculum gave much input into and feedback concerning the process and the experience. Every topic in the curriculum was looked at through a Hmong cultural lens and contextualized appropriately. The process emphasized a conscious integration of community members' needs and wants as well as their socioeconomic and cultural contexts (Bermudez Parsai, Gonzalez Castro, Marsiglia, Harthun, & Valdez, 2011). Additionally, as recommended by Lau (2006), Wilder utilized a dual approach to cultural contextualization. One component of the dual approach involved *contextualizing content* so that the contextualization accommodated the distinctive contextual factors related to the problem in the target Hmong community. The other component involved *enhancing engagement* such that contextualization increased engagement but did not undermine the outcomes obtained with the original intervention.

A group of Hmong parents who completed Incredible Years served as members of an advisory group for the program. The input they provided helped ensure that the Incredible Years contextualization was especially responsive to the Hmong community. For instance, as a result of the advisory group's recommendations, the curriculum was contextualized to accommodate the learning style of the Hmong parent participants. More specifically, rather than completing a topic during each session, Hmong parents advised that they preferred to start discussion of a topic in one session, have time to process it afterwards at home, and then revisit it with their thoughts and reactions in a subsequent session. Another example involved a change in symbols used in the curriculum. For example, the traditional curriculum uses a pyramid model that represents approaches to building parent/child relationships. The parent advisory group suggested that the image of a house (with a foundation, more rooms on the main floor, moving up to the attic) was more relevant and meaningful in their culture.

Dr. Lee's research highlighted three main themes and nine subthemes for the Hmong cultural contextualization of the Incredible Years program (Lee, Vu, & Lau, 2013). These themes reflect deeper structural changes that need to be taken into consideration when creating a culturally contextualized Incredible Years curriculum for Hmong families. These data-driven themes address: a) communication and learning styles and preferences of participants (e.g., narrative, indirect/vicarious learning, uninterrupted turn taking); b) Hmong cultural factors that inform parenting (e.g., multiple children and caregivers, cultural role expectations, traditional parenting and child development); and c) acculturative stresses that affect parenting (e.g., time demands, paradigm shift, parenting concerns). Parent feedback at the end of weekly sessions and at the end of the program was overwhelmingly positive in terms of delivery format and content. Parents also expressed a strong preference for a Hmong-only group format and recognized the need to target less acculturated, Hmong-language-only families whose need for parent training might be especially great. Moreover, Hmong parents who had participated in Incredible Years indicated that they wanted to receive more parent training, and some former participants stated that they had encouraged other Hmong families to participate.

[24] This information about developing the Hmong cultural contextualization was initially provided in the final, approved SIF evaluation plan.

Appendix B: Wilder's Incredible Years Program Descriptions

Parents and Babies Program (10 weeks). Babies ages 0-12 months participate with their parents in this group. Childcare is provided for siblings by staff trained in the Incredible Years curricula. The Parents and Babies Program is a six-part program focused on helping parents learn to observe and read their babies' cues and learn ways to provide nurturing and responsive care including physical, tactile, and visual stimulation as well as verbal communication. The series includes:

Part 1 - Getting to Know Your Baby (0-3 months)
Part 2 - Babies as Intelligent Learners (3-6 months)
Part 3 - Providing Physical, Tactile and Visual Stimulation
Part 4 - Parents Learning to Read Babies' Minds
Part 5 - Gaining Support
Part 6 - Babies' Emerging Sense of Self (6-12 months)

Parents and Toddlers Program (10 weeks). Parents of toddlers ages 1-3 years participate in this group. Childcare is provided for siblings. The Parents and Toddlers Program builds optimal parenting skills and consists of an eight-part program focused on strengthening positive and nurturing parenting skills. The toddler age child will join their parent(s) for "interaction time" at the end of each session. Each part builds on the previous. The series includes:

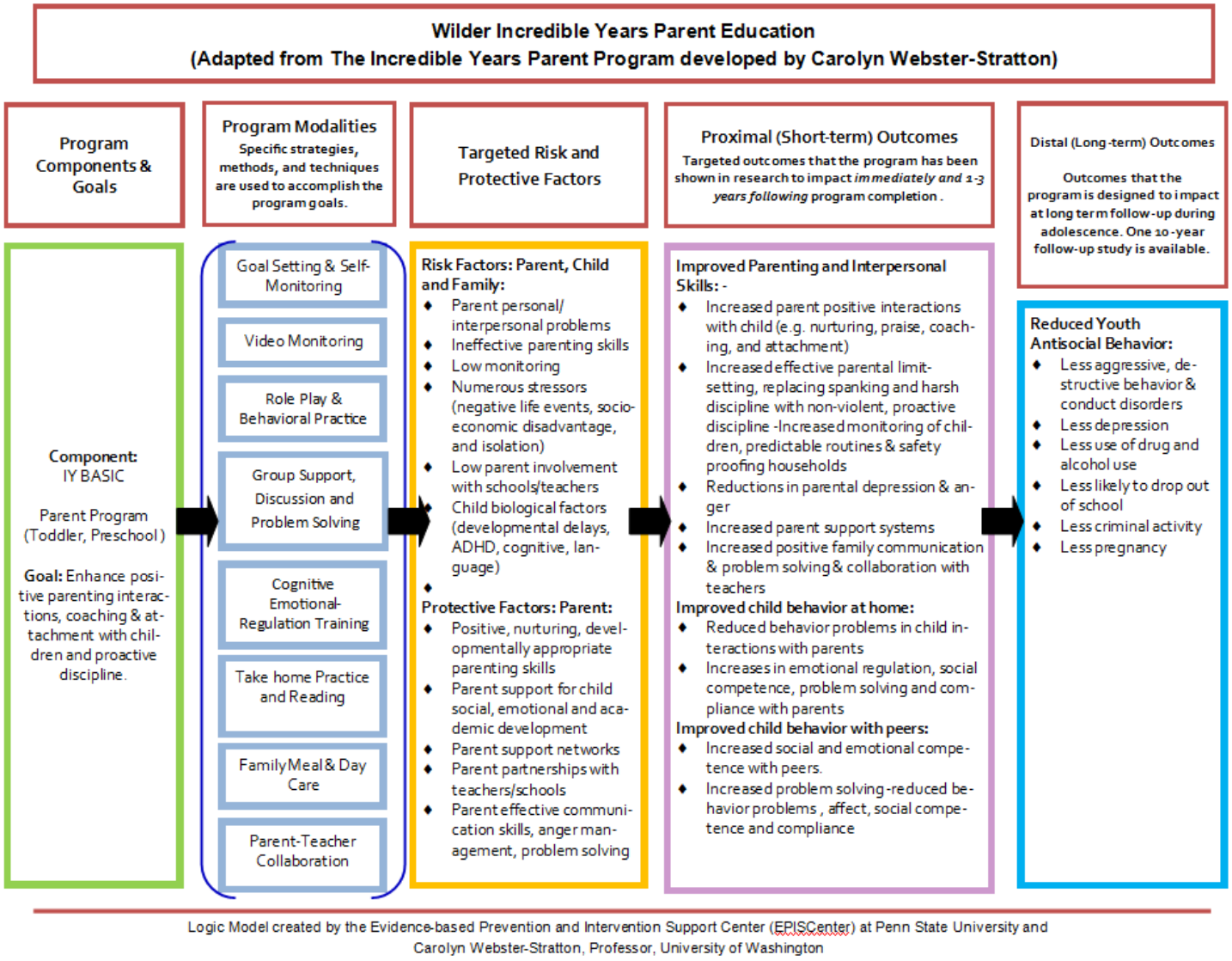
Part 1 - Child-Directed Play Promotes Positive Relationships
Part 2 - Promoting Toddler's Language with Child-Directed Coaching
Part 3 - Social and Emotional Coaching
Part 4 - The Art of Praise and Encouragement
Part 5 - Spontaneous Incentives for Toddlers
Part 6 - Handling Separations and Reunions
Part 7 - Positive Discipline - Effective Limit Setting
Part 8 - Positive Discipline - Handling Misbehavior

Parents and Toddlers Attentive Parenting Program (6 weeks). Parents of toddlers ages 2-4 years participate in this group. Toddlers join their parents for "practice time" during each session. Childcare is provided for siblings. Similar to the 10-week group, this program builds optimal parenting skills and incorporates curriculum elements such as those described above that are focused on strengthening positive and nurturing parenting skills and building social, emotional, and developmental skills for school readiness.

Early School Age (Preschool) Attentive Parenting Program (6 weeks). Parents of early school-age children (preschoolers) ages 3-5 years participate in this group. Children join their parents for "practice time" during each session. Childcare is provided for siblings. The program focuses on strengthening parenting skills and consists of components which build upon one another. The series includes:

Part 1 - Strengthening Children's Social Skills, Emotional Regulation, and School Readiness Skills
Part 2 - Using Praise and Incentives to Encourage Cooperative Behavior
Part 3 - Positive Discipline - Rules, Routines, and Effective Limit Setting
Part 4 - Positive Discipline - Handling Misbehavior

Appendix C: Incredible Years Parent Programs Cultural Contextualization Logic Model



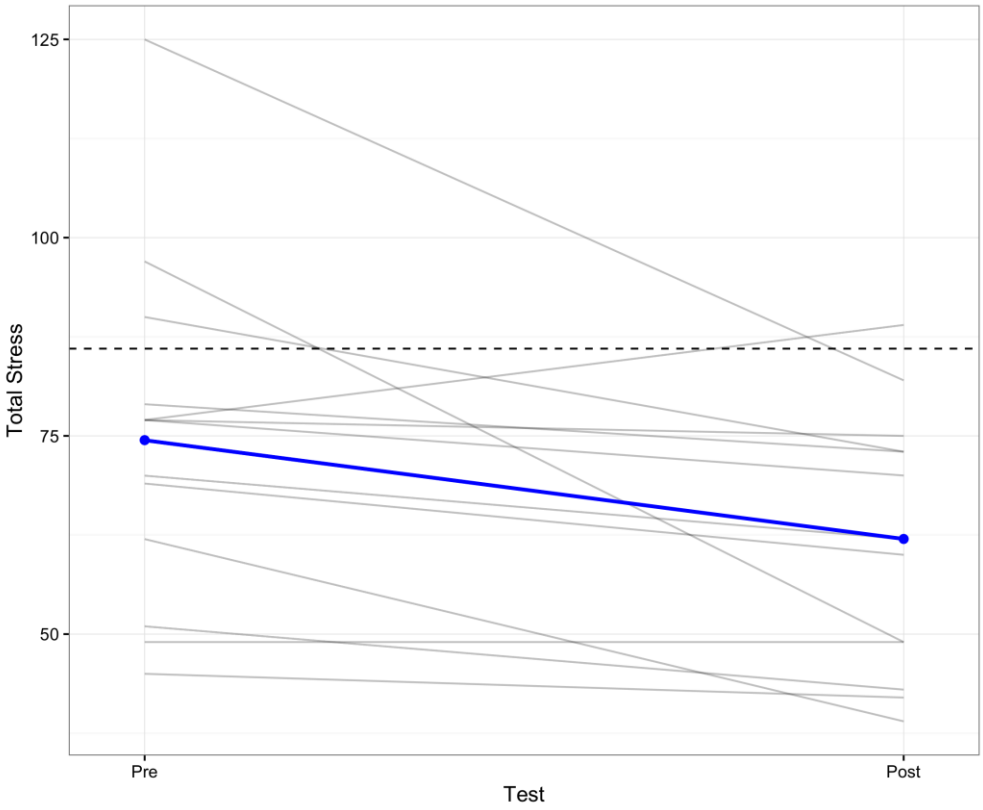
Appendix D: Impact Evaluation Findings for the African American Cultural

PSI-SF Total Stress. For the Total Stress score, a score greater than or equal to 86 corresponds to a "clinical" score and a score lower than 86 corresponds to a "normal" score. This cutoff is represented as a dashed line in Figure D1. Figure D1 also shows the PSI-SF Total Stress scores for each parent (light gray lines) from pretest to posttest (13 parents met the criteria for inclusion). The downward slope of the heavier line (i.e., the mean change) shows that scores went down after participation in the program. The mean pretest score was 74.5 (*SD* = 21.6) and the mean posttest score was 62.0 (*SD* = 16.4). Cohen's *d* was 0.74, a moderately large effect.

Changes in classification (i.e., clinical or normal) also occurred from pretest to posttest:

- 3 African American parents had PSI-SF Total Stress scores that were categorized as clinical at the pretest. Of these 3, 0 had clinical scores at the posttest and 3 had normal scores.
- 10 African American parents had scores that were normal at the pretest. Of these 10, 1 had a clinical posttest score and 9 had normal scores.
- In summary, 3 African American parents improved in classification, 1 worsened, and 9 stayed the same.

Figure D1. PSI-SF Total Stress (African American)

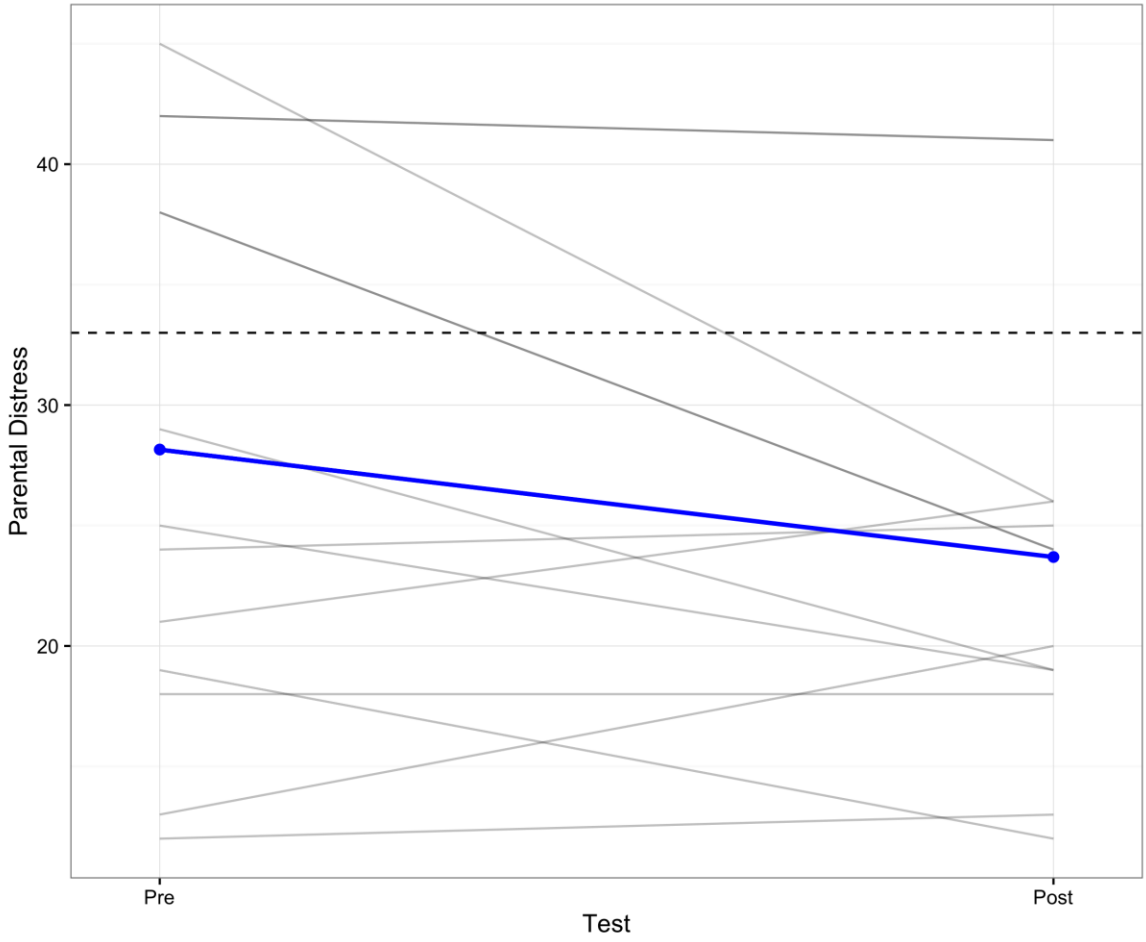


PSI-SF Parental Distress Subscale. Figure D2 shows results for the 13 parents who met the inclusion criteria on the Parental Distress subscale on the PSI-SF.[25] The pretest mean was 28.2 (*SD* = 11.6) and the posttest mean was 23.7 (*SD* = 8.9). Cohen's *d* was 0.56.

The dashed line in Figure D2 represents the cut score for a classification of clinical (above the dashed line) or normal (below the line). For the Parental Distress subscale, a score greater than or equal to 33 corresponded to a clinical score and a score lower than 33 corresponded to a normal score. The changes in classification (i.e., clinical or normal) from pretest to posttest were as follows:

- 5 African American parents had PSI-SF Parental Distress scores that were categorized as clinical at the pretest. Of these, 2 continued to have clinical scores at the posttest, while 3 had normal scores.
- 8 African American parents had pretest scores that were normal. Of these, 0 African American parents had clinical posttest scores, while 8 had normal scores.
- In summary, 3 African American parents improved in classification, 0 worsened, and 10 remained the same.

Figure D2. PSI-SF Parental Distress (African American)



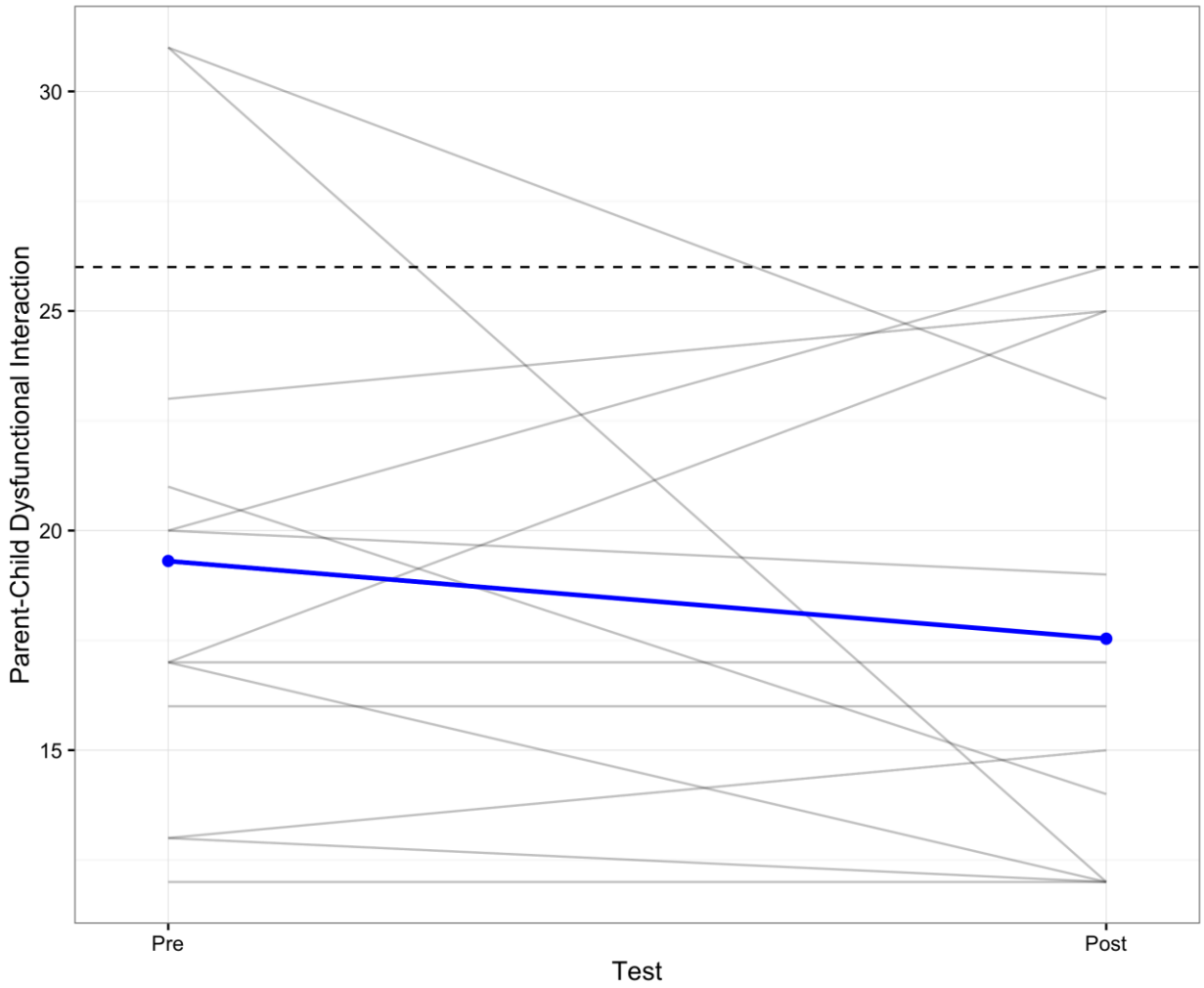
[25] Note that in some figures, the number of lines will not be the same as the number of scores represented, because some parents (PSI-SF) or children (SDQ) had overlapping pretest and posttest scores and trajectories.

PSI-SF Parental Child Dysfunctional Interaction Subscale. The mean pretest score on the Parental Child Dysfunctional Interaction subscale was 19.3 (*SD* = 6.1); the mean posttest score was 17.5 (*SD* = 5.5) (see Figure D3). Cohen's *d* was 0.26.

For the Parent-Child Dysfunctional Interaction scale, a score greater than or equal to 26 corresponded to a clinical score and a score lower than 26 corresponded to a normal score. In terms of changes in classification category from pretest to posttest:

- 2 parents had PSI-SF scores that were classified as clinical at the pretest. Of these, 0 continued to have clinical scores at the posttest, while 2 had normal scores.
- 11 parents had scores that were normal at the pretest. Of these, 1 parent had a clinical posttest score, while 10 had normal scores.
- To summarize, 2 African American parents improved in classification, 1 worsened, and 10 remained the same.

Figure D3. PSI-SF Parental Child Dysfunctional Interaction (African American)

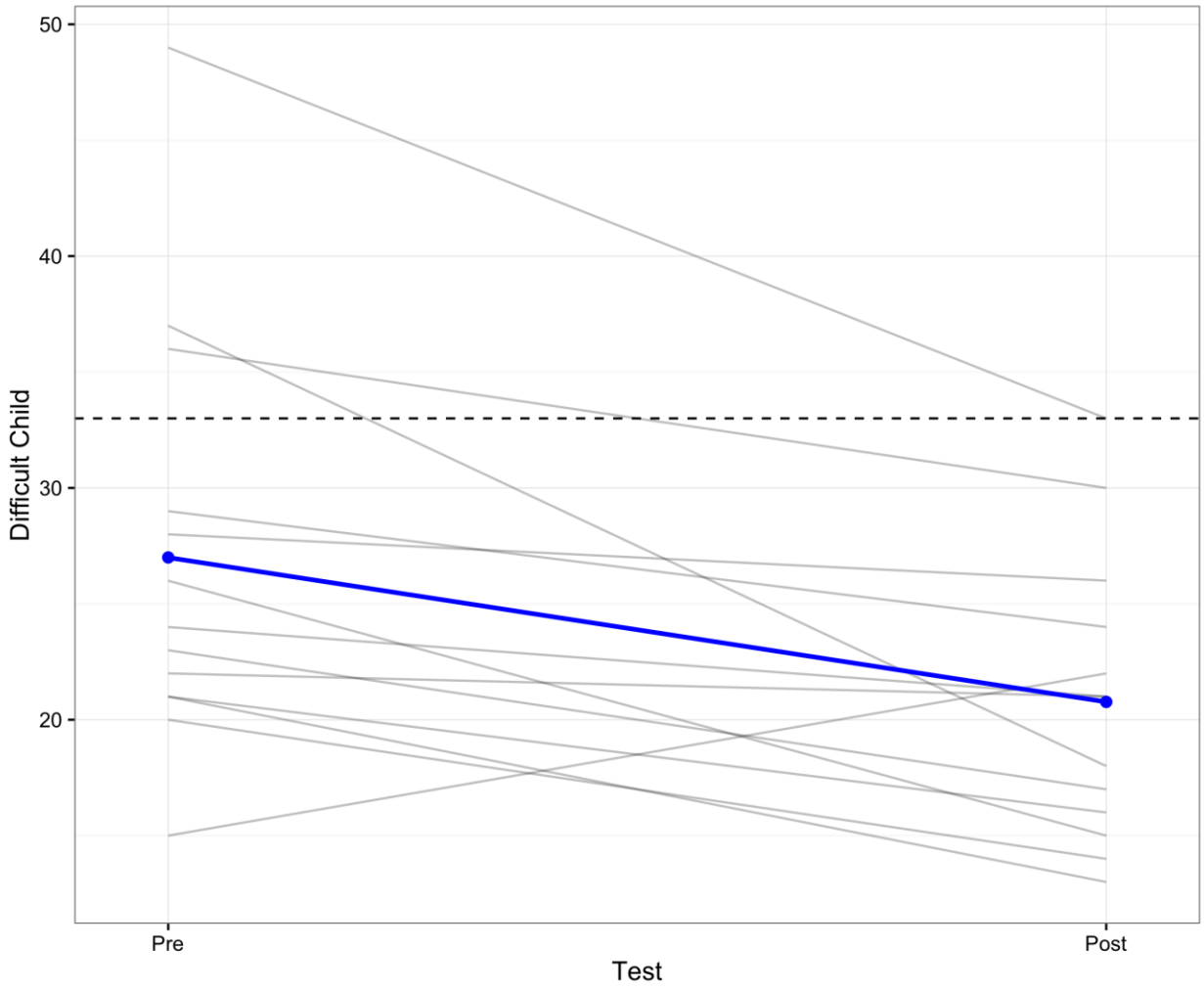


PSI-SF Difficult Child Subscale. Figure D4 shows that, for the Difficult Child subscale, the pretest mean was 27.0 (*SD* = 9.1); the posttest mean was 20.8 (*SD* = 6.2). Cohen's *d* was 0.95, which represents a large effect.

For the Difficult Child subscale, a score greater than or equal to 33 corresponded to a clinical score and a score lower than 33 corresponded to a normal score. Again, there was not much change in classification category from pretest to posttest:

- 3 parents had PSI-SF Difficult Child subscale scores that were clinical at the pretest. Of these, 1 continued to have a clinical score at posttest, while 2 had normal scores.
- 10 parents had scores that were normal at the pretest. Of these, 0 had clinical posttest scores, while 10 had normal scores.
- In summary, 2 parents improved, 0 worsened, and 11 remained the same.

Figure D4. PSI-SF Difficult Child (African American)

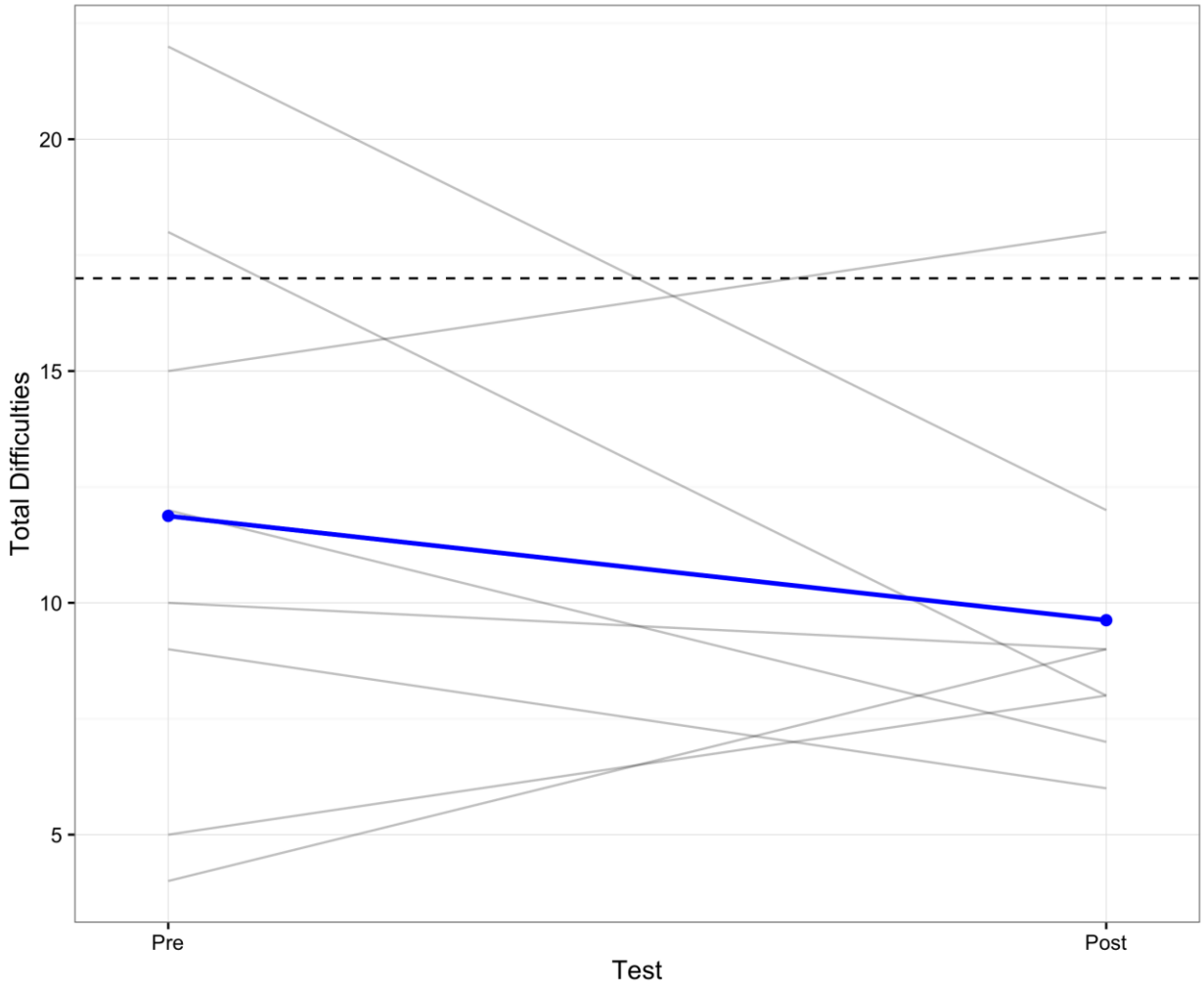


SDQ Total Difficulties Score. Figure D5 shows the scores on the SDQ for the 8 children with pretest and posttest SDQ scores (lightly shaded lines). The heavily shaded lines shows that the pretest mean was 11.9 (*SD* = 6.2) and the posttest mean was 9.6 (*SD* = 3.8). Cohen's *d* was 0.39.

Total scores between 0 and 13 were considered normal, 14-16 were considered borderline, and 17-40 were considered abnormal. The dashed line in Figure D5 represents the cutoff between an abnormal classification (above the dashed line) and a borderline or normal classification (below the line):

- There were a total of 2 African American children with abnormal scores on the pretest. Both had normal posttest scores.
- One child who was classified as borderline on the pretest had an abnormal posttest score.
- There were a total of 5 children with a classification of normal at both pretest and posttest.
- In summary, 2 children improved their classification, 1 worsened, and 5 remained the same.

Figure D5. SDQ Total Difficulties Score (African American)

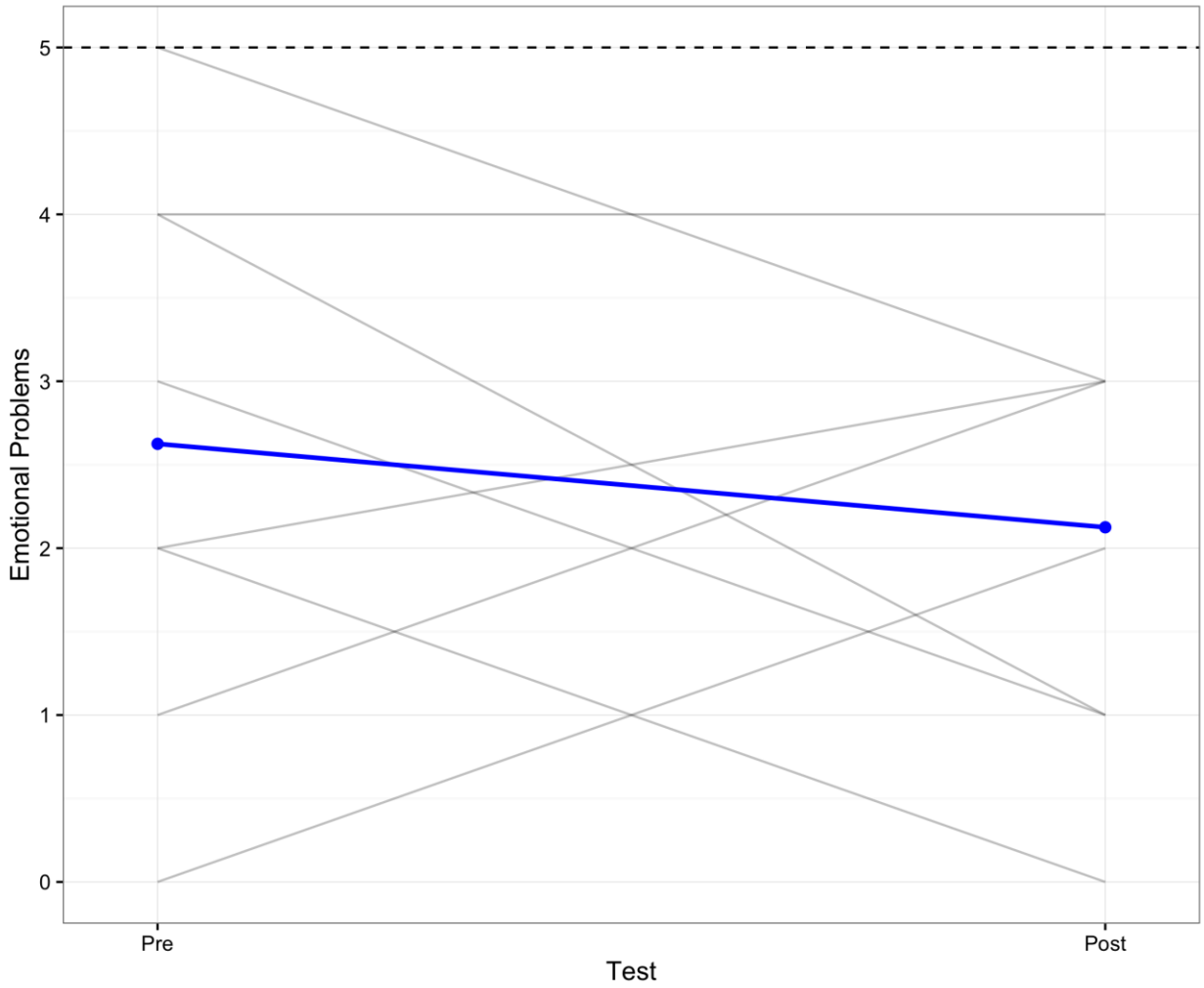


SDQ Emotional Problems Subscale. For this scale (see Figure D6), the pretest mean was 2.6 (*SD* = 1.7) and the posttest mean 2.1 (*SD* = 1.4). Cohen's *d* was 0.25.

Emotional problem scores between 0 and 3 were considered normal, a score of 4 was considered borderline, and scores of 5-10 were considered abnormal. Classification changes from pretest to posttest were as follows (again, the dashed line represents the cutoff above which scores are classified as abnormal):

- 1 child had an abnormal emotional problems score on the pretest, but a normal score on the posttest.
- 2 had borderline emotional problems scores on the pretest. Of these 2 children, 1 child had a normal posttest score and 1 had a borderline score.
- 5 children had normal scores on both the pretest and the posttest.
- Overall, 2 children improved and 6 remained the same.

Figure D6. SDQ Emotional Problems Subscale (African American)

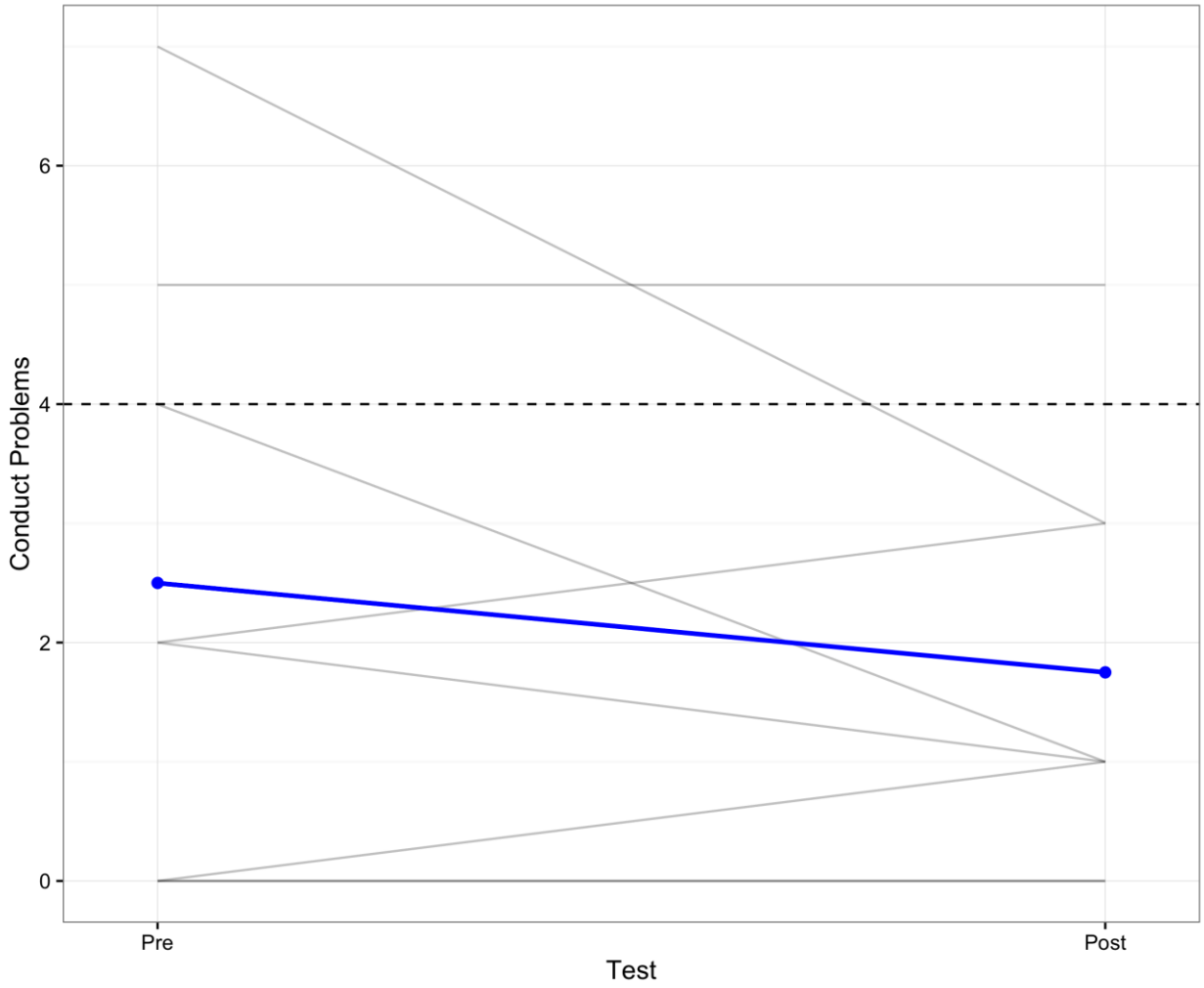


SDQ Conduct Problems Subscale. Error! Reference source not found. Figure D7 shows that the mean pretest score for the SDQ Conduct Problems subscale was 2.5 (*SD* = 2.6) and the mean of the posttest was 1.8 (*SD* = 1.8). Cohen's *d* was 0.41.

Conduct Problems subscale scores between 0 and 2 were considered normal, a score of 3 was considered borderline, and scores of 4-10 were considered abnormal. In terms of classification change from pretest to posttest:

- 3 African American children had abnormal Conduct Problem scores on the pretest. Of these 3 children, 1 had a normal posttest score, 1 had a borderline posttest score, and 1 had an abnormal score.
- No children had borderline scores on the pretest.
- 5 children had normal scores on the pretest. Of these, 4 continued to have normal scores on the posttest and 1 had a borderline posttest score.
- Overall, the classification category for 2 children improved, for 1 child worsened, and for 5 children the category remained the same.

Figure D7. SDQ Conduct Problems Subscale (African American)

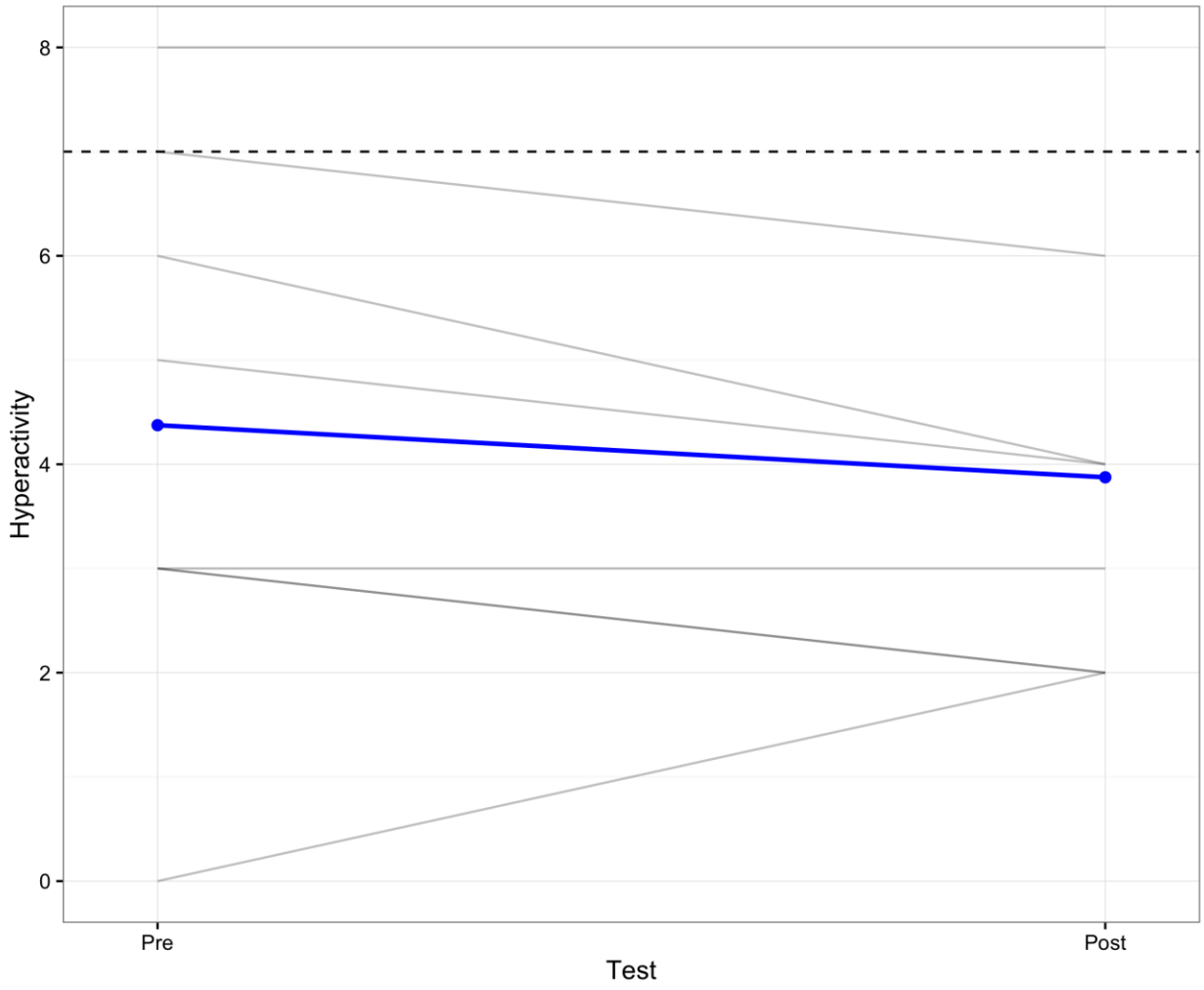


SDQ Hyperactivity Subscale. For the SDQ Hyperactivity subscale (see Figure D8), the pretest mean was 4.4 (*SD* = 2.6); the posttest mean was 3.9 (*SD* = 2.2). Cohen's *d* was 0.42.

Hyperactivity scores between 0 and 5 were considered normal, a score of 6 was considered borderline, and scores of 7-10 were considered abnormal. In terms of classification change from pretest to posttest:

- 2 children had abnormal scores on the pretest. Of these 2 children, 1 had a borderline posttest score, and 1 had an abnormal posttest score.
- 1 child had a borderline score on the pretest and a normal score on the posttest.
- 5 children had normal scores on the pretest and normal scores on the posttest.
- In summary, 2 children showed an improvement in classification from pretest to posttest and 6 remained the same.

Figure D8. SDQ Hyperactivity Subscale (African American)

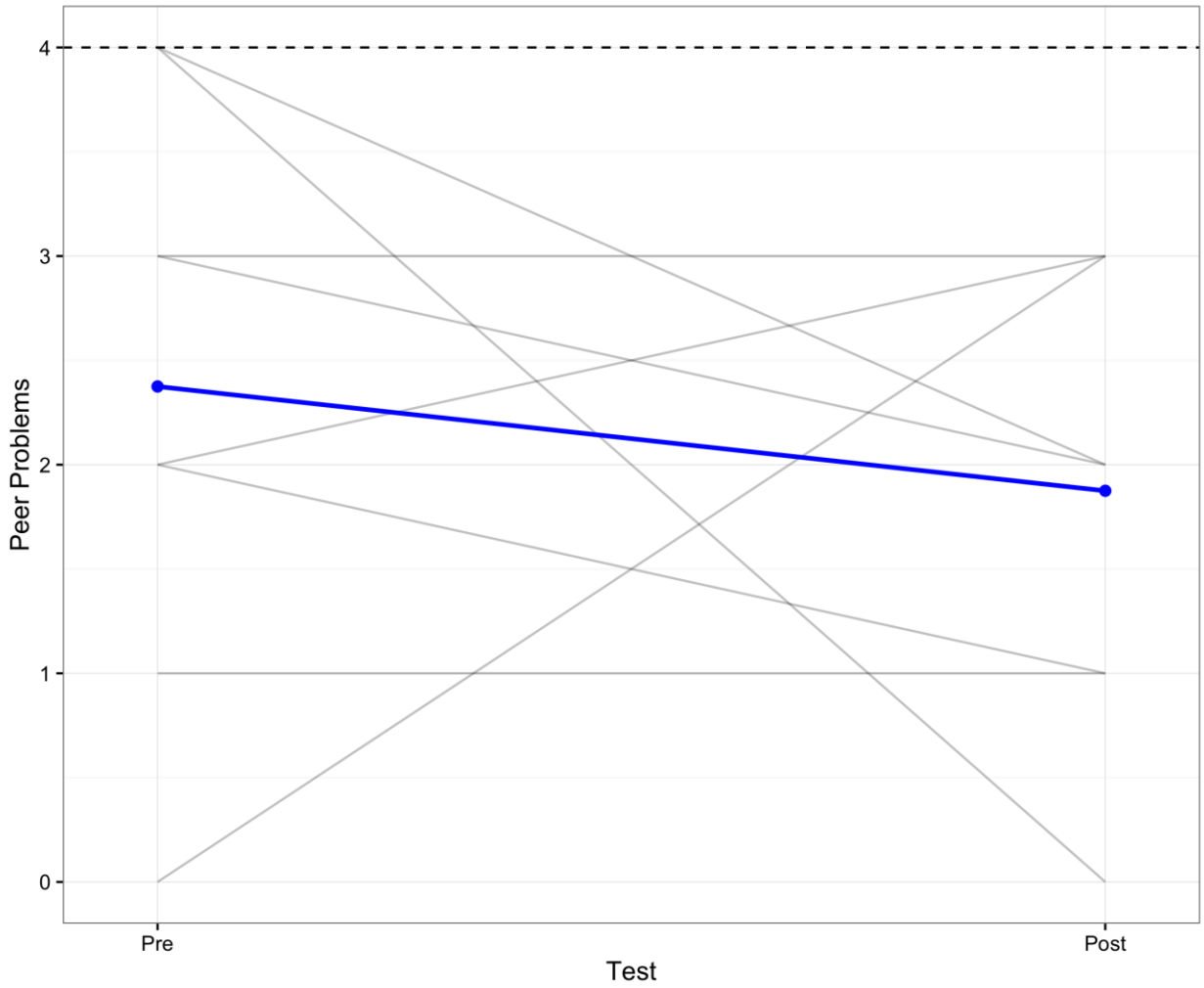


SDQ Peer Problems Subscale. On the Peer Problems Subscale for the African American cultural contextualization groups (see Figure D9), the mean of the pretest was 2.4 (*SD* = 1.4) and the mean of the posttest was 1.9 (*SD* = 1.1). Cohen's *d* was 0.24.

Peer Problems subscale scores between 0 and 2 were considered normal, a score of 3 was considered borderline, and scores of 4-10 were considered abnormal. Of the 8 children who had pretest and posttest scores, the following classifications were observed:

- 2 children had abnormal scores on the pretest; both had normal posttest scores.
- 2 had borderline scores on the pretest. On the posttest, 1 child had a borderline score and 1 had a normal score.
- 4 children had normal scores on the pretest. Of these, 2 had normal posttest scores and 2 had borderline posttest scores.
- In summary, 3 children improved, 2 worsened, and 3 remained the same.

Figure D9. SDQ Peer Problems Subscale (African American)

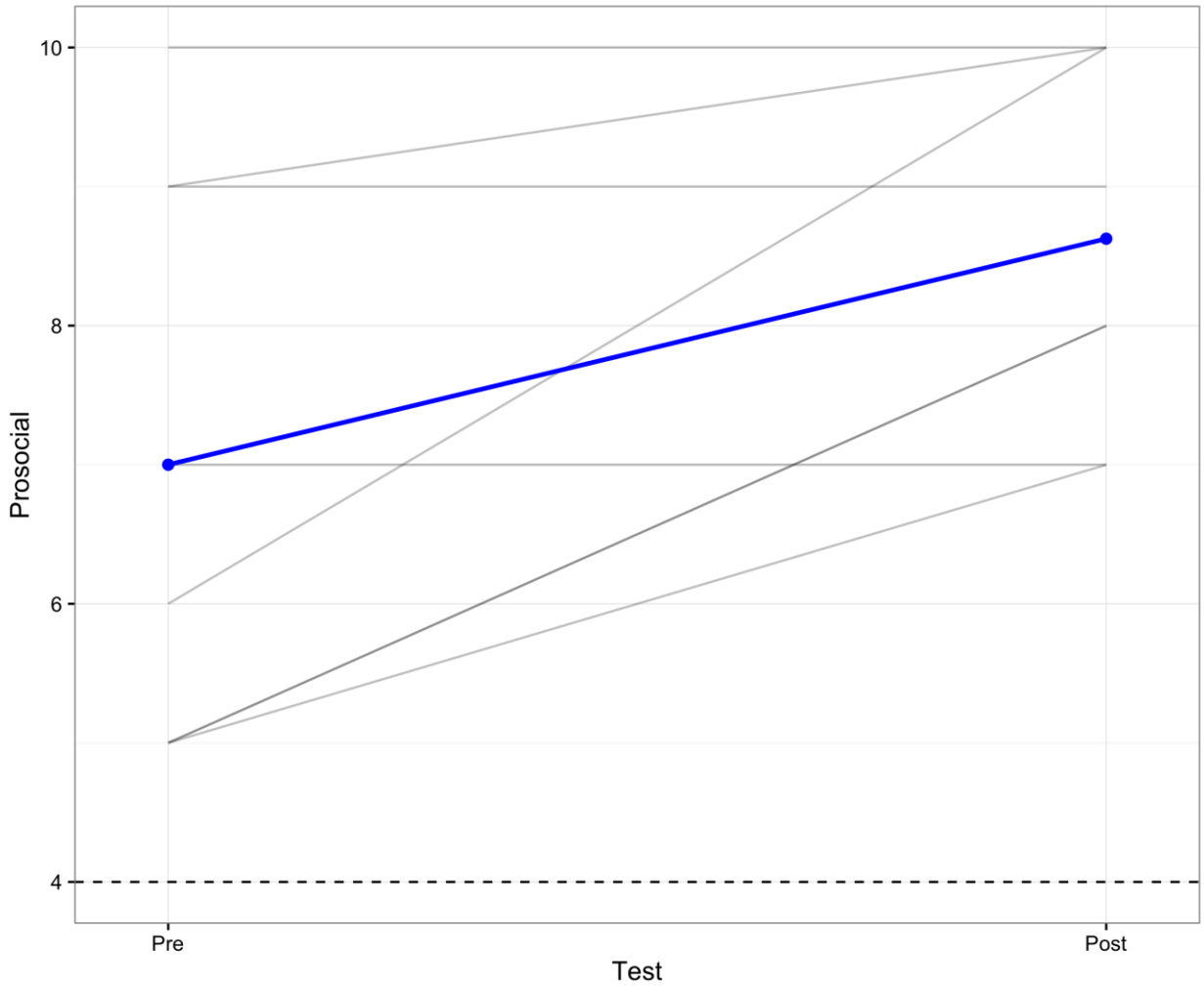


SDQ Prosocial Subscale. In contrast to the rest of the SDQ subscales, a higher score is more desirable than a lower score for the Prosocial subscale. Thus, in Figure D10, the area below the dashed line signifies a classification of abnormal and the heavier line shows movement from a lower score to a higher score, which indicates improvement from pretest to posttest on this subscale. On the Prosocial subscale, the pretest mean was 7.0 (*SD* = 2.1) and the posttest mean was 8.6 (*SD* = 1.3). Cohen's *d* was 1.02, which is quite large and suggests a strong effect.

Prosocial scores between 6 and 10 were considered normal, a score of 5 was considered borderline, and scores of 0 - 4 were considered abnormal. In terms of classification changes from pretest to posttest:

- No children had abnormal scores on the pretest.
- 3 children had borderline scores on the pretest; they all had normal posttest scores.
- 5 children had normal scores on the pretest; all 5 had normal scores on the posttest.
- Overall, 3 children improved and 5 remained the same.

Figure D10. SDQ Prosocial Subscale (African American)



Appendix E: Impact Evaluation Findings for the Hmong Cultural

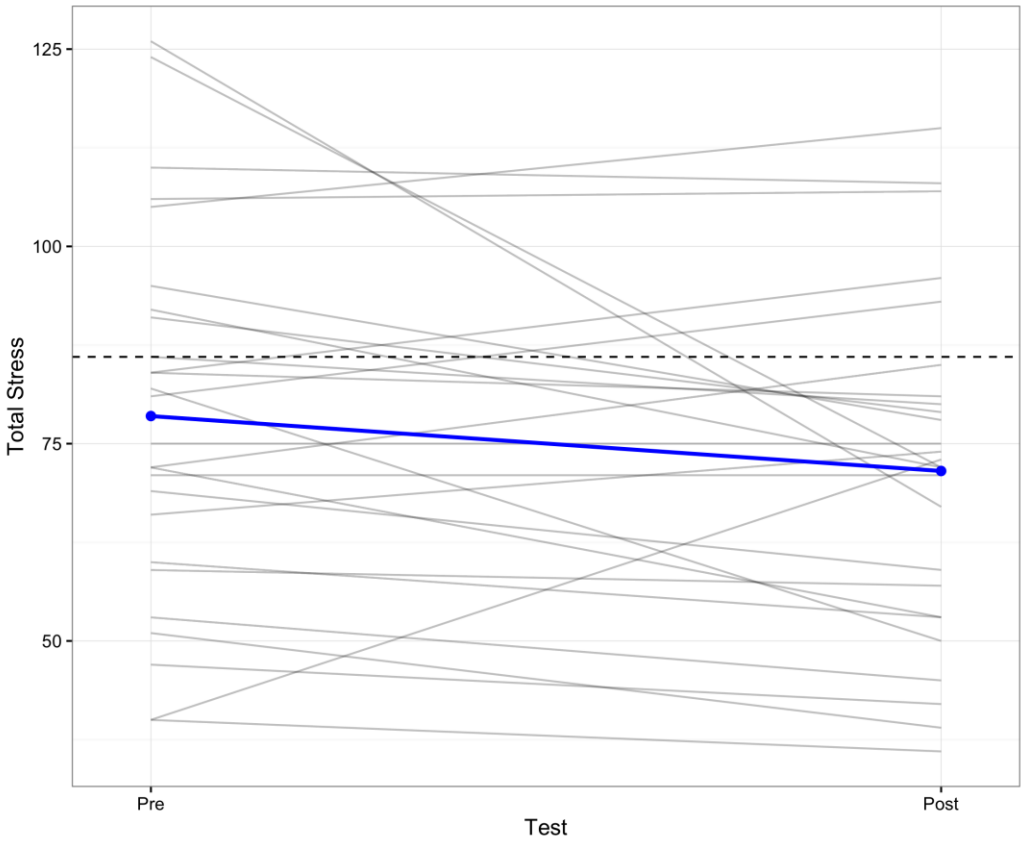
PSI-SF Total Stress. Figure E1 shows the PSI-SF Total Stress scores for each Hmong parent (lighter lines) from pretest to posttest (26 parents met the criteria for inclusion). The heavier line shows the mean score at pretest and posttest. The downward slope of the heavier line shows that scores went down after participation in the program (which is what is desired).

Cohen's $d = 0.36$).

For the Total Stress score, a score greater than or equal to 86 corresponds to a "clinical" score and a score lower than 86 corresponds to a "normal" score. This cutoff is represented as a dashed line in Figure E1. Changes in classification (i.e., clinical or normal) also occurred from pretest to posttest:

- 9 Hmong parents had PSI-SF Total Stress scores that were categorized as clinical at the pretest. Of these 9, 3 continued to have clinical scores at the posttest and 6 had normal scores.
- 17 Hmong parents had scores that were normal at the pretest. Of these 17, 2 Hmong parents had clinical scores at the posttest and 15 had normal scores.
- In summary, 6 Hmong parents improved in classification, 2 worsened, and 18 stayed the same.

Figure E1. PSI-SF Total Stress (Hmong)

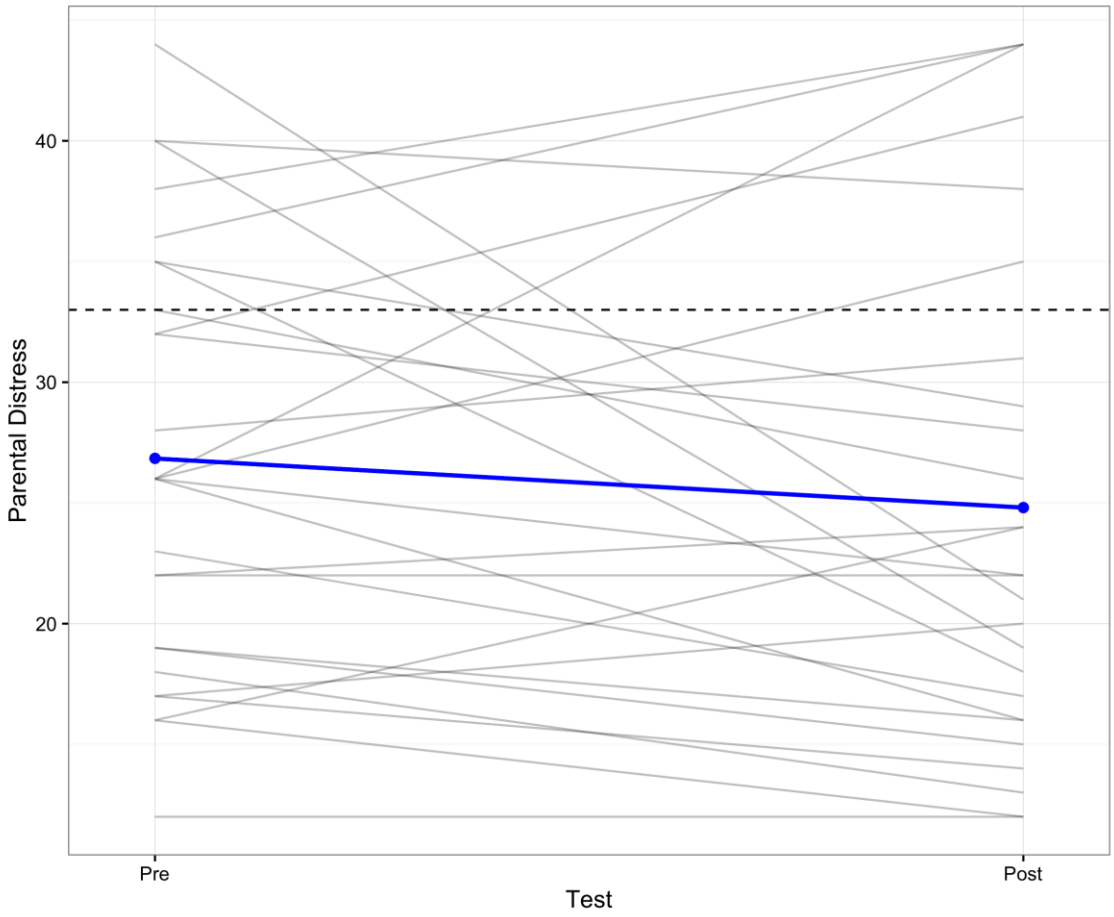


PSI-SF Parental Distress Subscale. Figure E2 shows results for the 26 parents who met the inclusion criteria on the Parental Distress subscale on the PSI-SF. The pretest mean was 26.8 (*SD* = 8.9) and the posttest mean was 24.8 (*SD* = 10.5). There was no evidence of change from pretest to posttest for the Hmong group on the Parental Distress subscale ($t(25) = 0.80$, $p = 0.43$, Cohen's $d = 0.22$).

The dashed line in Figure E2 represents the cut score for a classification of clinical (above the dashed line) or normal (below the line). For the Parental Distress scale, a score greater than or equal to 33 corresponded to a clinical score and a score lower than 33 corresponded to a normal score. The changes in classification (i.e., clinical or normal) from pretest to posttest were as follows:

- 8 Hmong parents had Parental Distress subscale scores that were categorized as clinical at the pretest. Of these 8 Hmong parents, 3 continued to have clinical scores at the posttest and 5 had normal posttest scores.
- 18 Hmong parents had pretest scores that were in the normal range. Of these, 3 had clinical posttest scores and 15 had normal posttest scores.
- In summary, 5 Hmong parents improved in classification, 3 worsened, and 18 remained the same.

Figure E2. PSI-SF Parental Distress (Hmong)

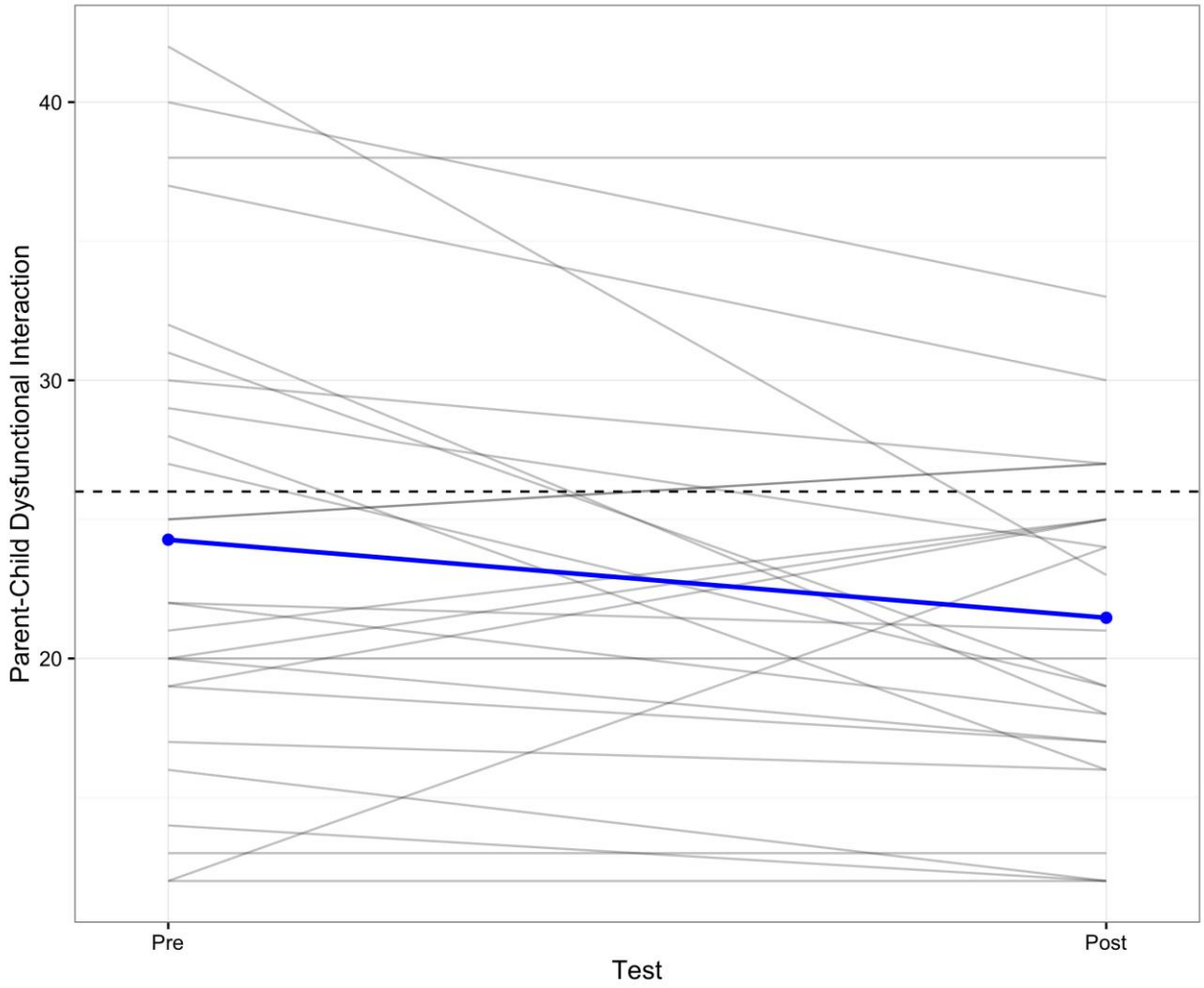


PSI-SF Parental Child Dysfunctional Interaction Subscale. For Hmong parents, the mean pretest score on the Parental Child Dysfunctional Interaction subscale was 24.3 (*SD* = 8.7); the mean posttest score was 21.5 (*SD* = 6.6) (see Figure E3). There was no evidence of change from pretest to posttest for the Hmong group on the Parental Child Dysfunctional Interaction subscale ($t(25) = 1.29$, $p = 0.21$, Cohen's $d = 0.42$).

For the Parent-Child Dysfunctional Interaction scale, a score greater than or equal to 26 corresponded to a clinical score and a score lower than 26 corresponded to a normal score. In terms of changes in classification category from pretest to posttest:

- 10 Hmong parents had PSI-SF Parental Child Dysfunctional Interaction subscale scores that were classified as clinical at the pretest. Of these 10 parents, 4 stayed in the clinical range at posttest, while 6 moved into the normal range.
- 16 Hmong parents had pretest scores that were normal. Of these, 2 had clinical posttest scores and 14 had normal scores.
- In summary, 6 Hmong parents improved in their classification from pretest to posttest, 2 worsened, and 18 stayed the same.

Figure E3. PSI-SF Parental Child Dysfunctional Interaction (Hmong)

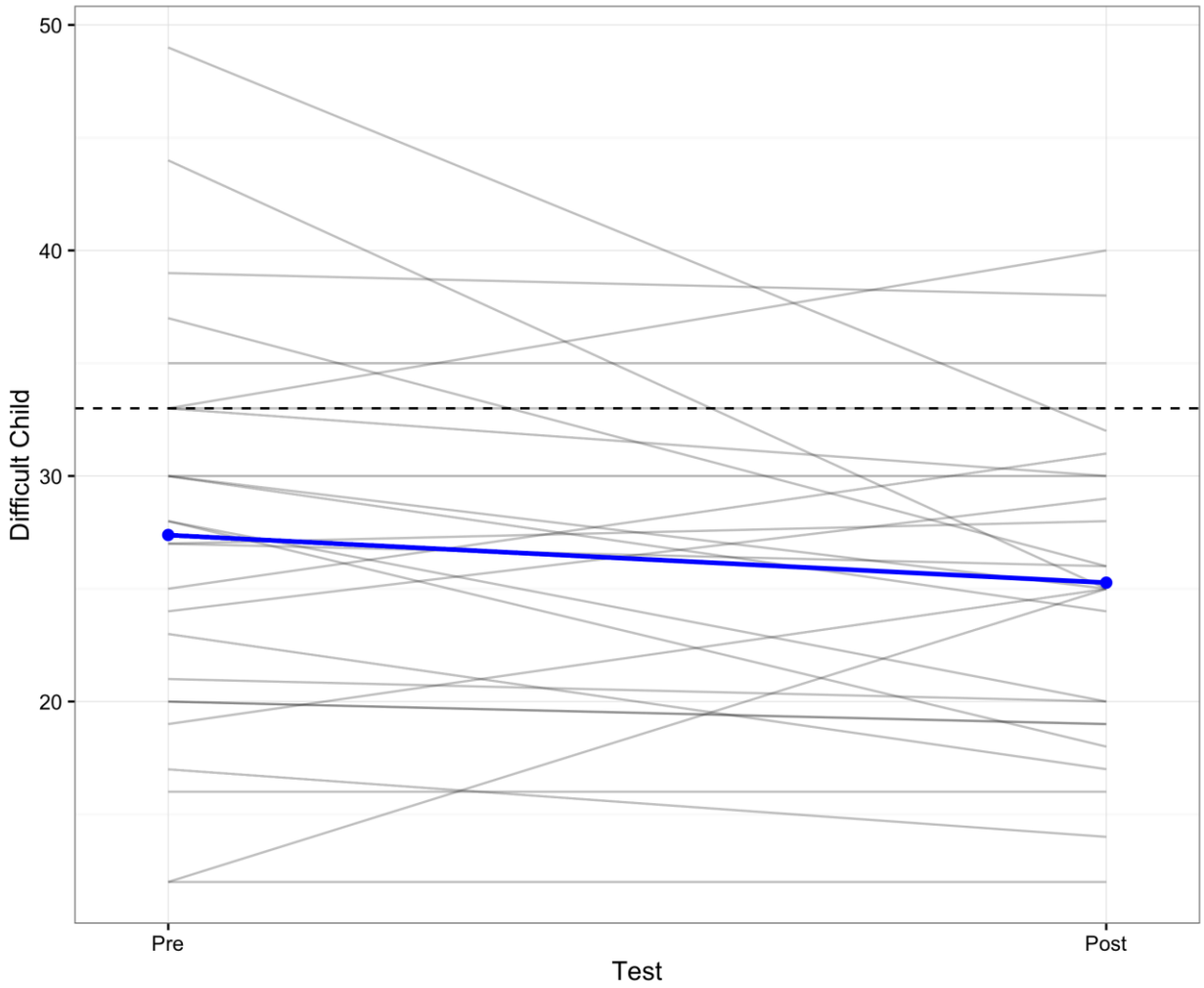


PSI-SF Difficult Child Subscale. Figure E4 shows that, for the Difficult Child subscale, the mean of the pretest was 27.4 (*SD* = 9.2) and the mean of the posttest was 25.3 (*SD* = 7.3). There was no evidence of change from pretest to posttest for the Hmong group on the Difficult Child subscale (
ohen's *d* = 0.29).

For the Difficult Child subscale, a score greater than or equal to 33 corresponded to a clinical score and a score lower than 33 corresponded to a normal score. Again, there was not much change in classification category from pretest to posttest:

- 8 Hmong parents had scores classified as clinical at pretest. Of these 8, 4 continued to have clinical scores at the posttest, while 4 had normal scores.
- 18 Hmong parents had scores that were normal at the pretest. Of these 18, none had posttest scores in the clinical range and 18 remained in the normal range.
- In summary, 4 Hmong parents improved, 0 worsened, and 22 stayed the same.

Figure E4. PSI-SF Difficult Child (Hmong)

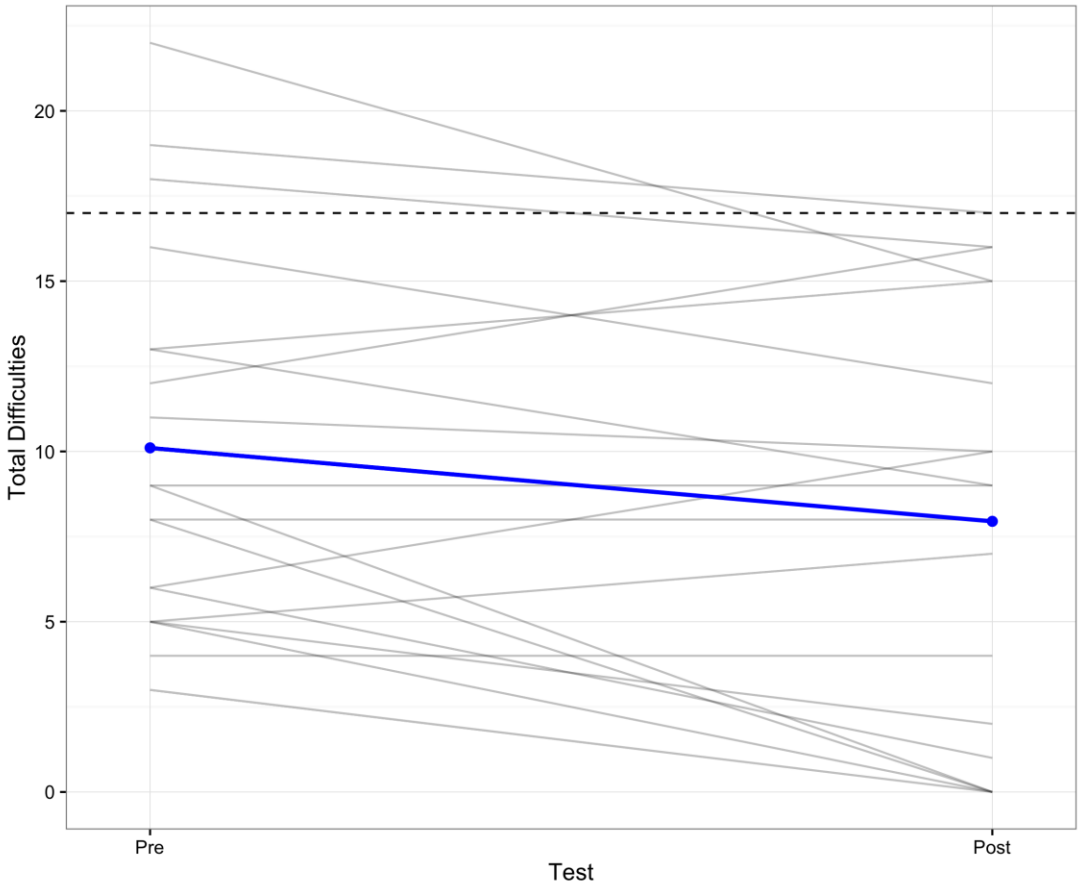


SDQ Total Difficulties Score. Figure E5 shows the scores on the SDQ for the 19 children with pretest and posttest SDQ scores (lightly shaded lines). The heavily shaded line shows that the pretest mean was 10.1 (*SD* = 5.5) and the posttest mean was 7.9 (*SD* = 6.2). There was no evidence of change from pretest to posttest for the Hmong group on the SDQ Total Difficulties score ($t(18) = 1.7$, $p = 0.11$, Cohen's $d = 0.57$.

Total Difficulties scores between 0 and 13 were considered normal, 14-16 were considered borderline, and 17-40 were considered abnormal. The dashed line in Figure D5 represents the cutoff between an abnormal classification (above the dashed line) and a borderline or normal classification (below the line):

- There were a total of 3 Hmong children with abnormal scores on the pretest. Of the 3 Hmong children with abnormal pretest scores, 2 of these children moved from abnormal to borderline and 1 remained at abnormal from pretest to posttest.
- 1 Hmong child was classified as borderline during the pretest, but moved to the normal score range on the posttest.
- 2 Hmong children had scores in the normal range on the pretest; both moved to borderline for the posttest.
- 13 Hmong children were classified as normal during the pretest and remained at normal for the posttest.
- In summary, 3 Hmong children improved in classification, 2 worsened, and 14 remained the same.

Figure E5. SDQ Total Difficulties Score (Hmong)

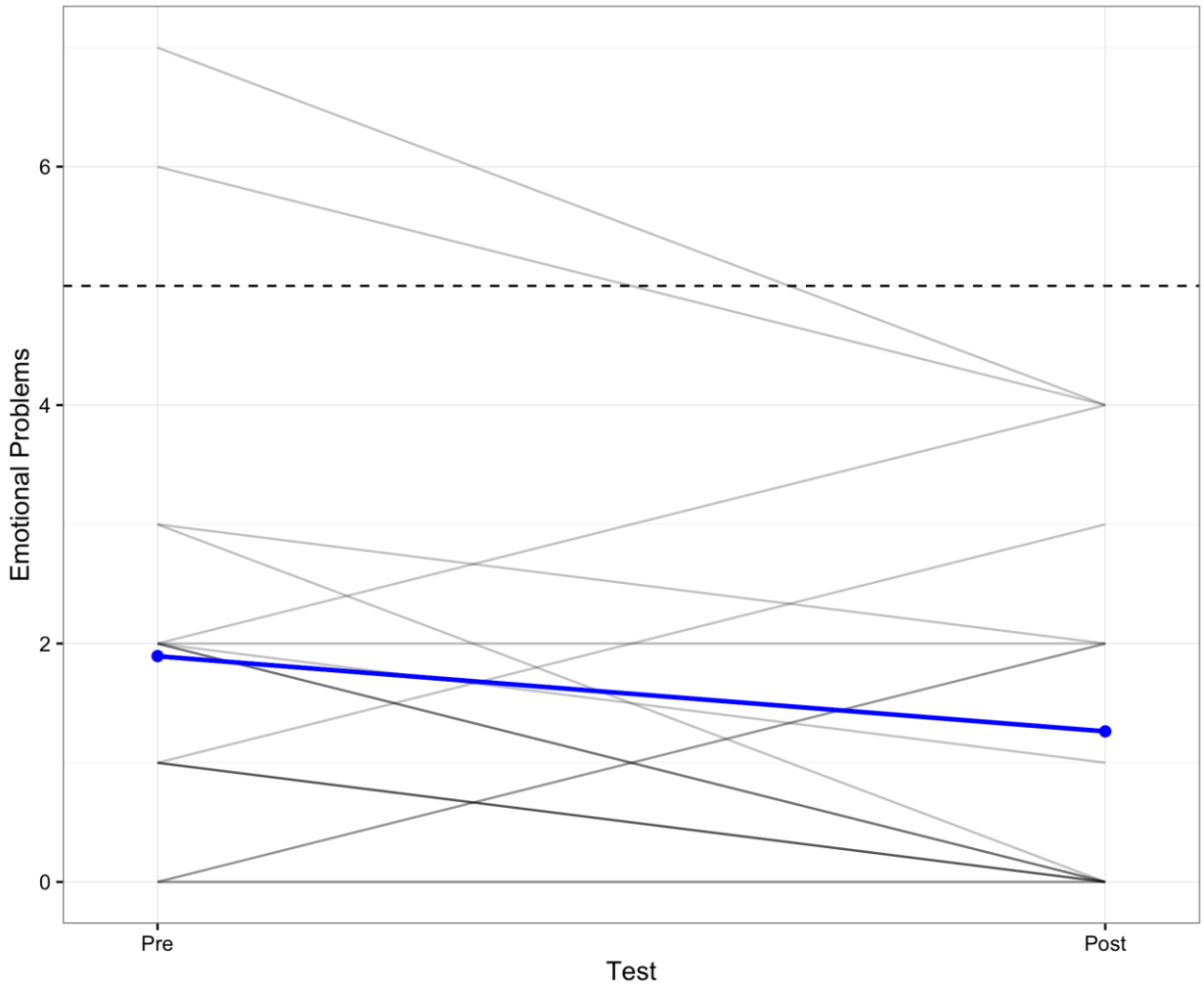


SDQ Emotional Problems Subscale. For this scale (see Figure E6), the pretest mean was 1.9 (*SD* = 1.9) and the posttest mean 1.3 (*SD* = 1.6). There was no evidence of change from pretest to posttest for the Hmong group on the Emotional Problems subscale (hen's *d* = 0.39).

Scores on the Emotional Problems subscale between 0 and 3 were considered normal, a score of 4 was considered borderline, and scores of 5-10 were considered abnormal. Classification changes from pretest to posttest were as follows (again, the dashed line represents the cutoff above which scores are classified as abnormal):

- 2 Hmong children had an abnormal score on the pretest and both had borderline scores on the posttest.
- 1 child had a normal score on the pretest and a borderline score on the posttest.
- 16 Hmong children had normal scores on both the pretest and the posttest.
- Overall, 2 Hmong children improved, 1 worsened, and 16 stayed the same.

Figure E6. SDQ Emotional Problems Subscale (Hmong)

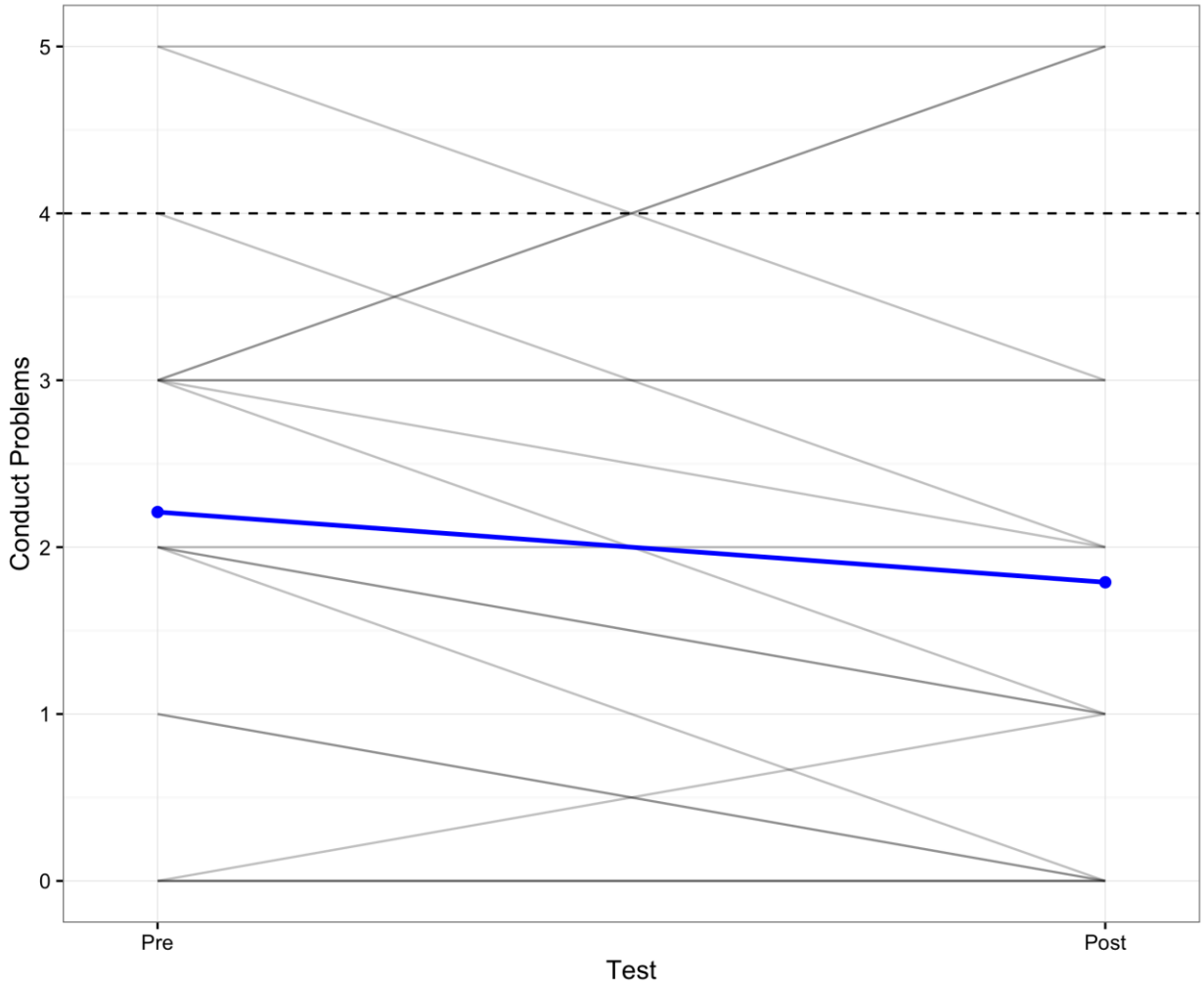


SDQ Conduct Problems Subscale. Figure E7 shows that the mean pretest score for the SDQ Conduct Problems subscale was 2.2 (*SD* = 1.6) and the mean posttest score was 1.8 (*SD* = 1.8). There was no evidence of change from pretest to posttest for the Hmong group on the Conduct Problems subscale ($t(18) = 0.88$, $p = 0.39$, Cohen's $d = 0.35$).

Conduct Problems subscale scores between 0 and 2 were considered normal, a score of 3 was considered borderline, and scores of 4-10 were considered abnormal. In terms of classification change from pretest to posttest:

- 3 Hmong children had abnormal Conduct Problems subscale scores on the pretest. Of these 3 children, 1 had a normal posttest score, 1 had a borderline posttest score, and 1 had an abnormal posttest score.
- 6 Hmong children had borderline scores on the pretest. Of these, 2 had normal posttest scores, 2 had borderline posttest scores, and 2 had abnormal posttest scores.
- 10 Hmong children had normal pretest and posttest scores.
- To summarize, 4 Hmong children improved in their classifications, 2 worsened, and 13 remained the same.

Figure E7. SDQ Conduct Problems Subscale (Hmong)

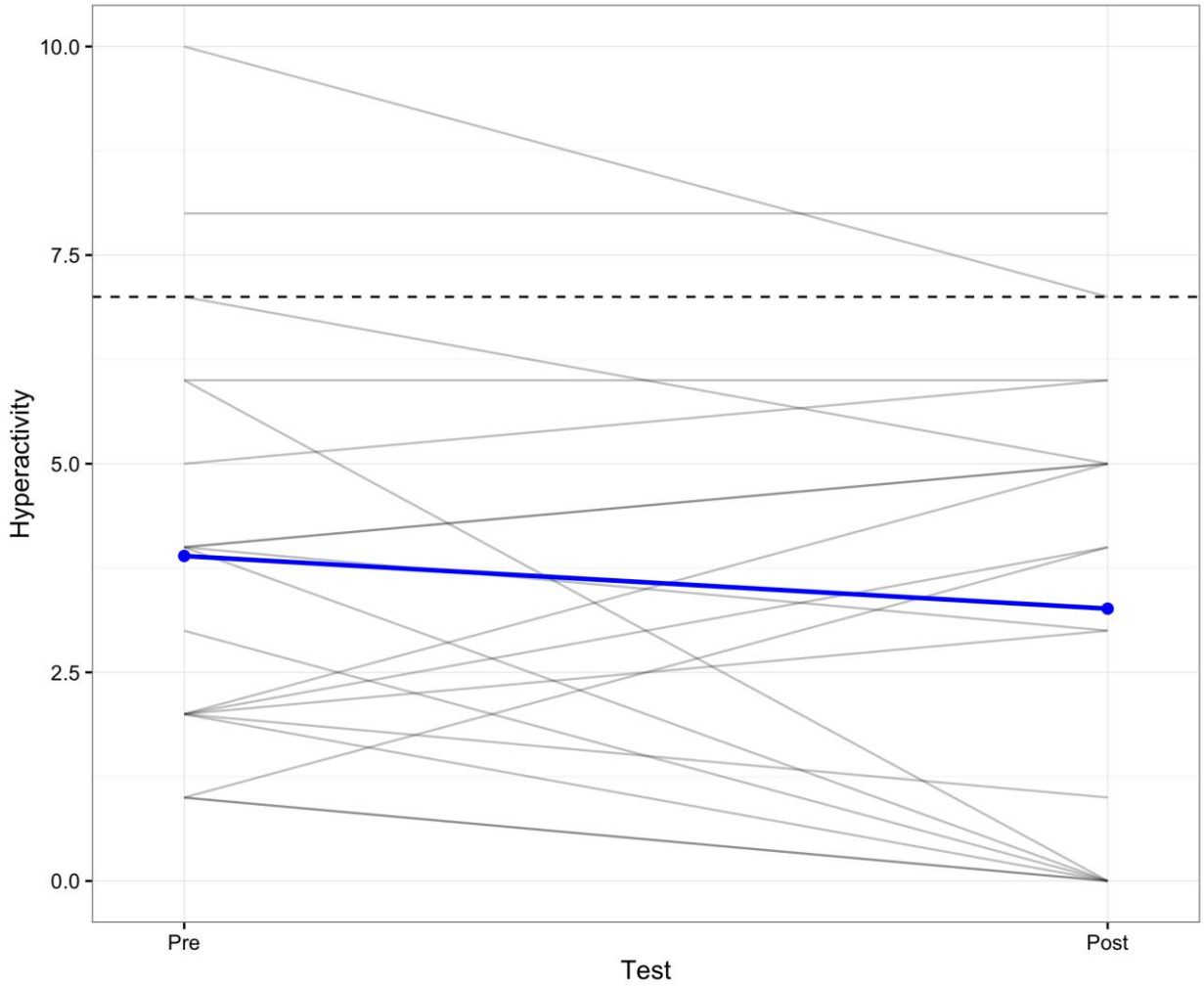


SDQ Hyperactivity Subscale. For the SDQ Hyperactivity subscale (see Figure E8), the pretest mean was 3.9 (*SD* = 2.6); the posttest mean was 3.3 (*SD* = 2.7). There was no evidence of change from pretest to posttest for the Hmong group on the Hyperactivity subscale ($t(18) = 1.01$, $p = 0.32$, Cohen's $d = 0.27$).

Hyperactivity subscale scores between 0 and 5 were considered normal, a score of 6 was considered borderline, and scores of 7-10 were considered abnormal. In terms of classification change from pretest to posttest:

- 3 Hmong children had abnormal scores on the pretest. Of these 3 children, 1 had a normal posttest score and 2 had abnormal posttest scores.
- 2 Hmong children had borderline scores on the pretest. At posttest, 1 had a normal score and 1 had a borderline score.
- 14 Hmong children had normal pretest scores. Of these 14 children, 1 had a borderline posttest score and the other 13 had normal scores.
- In summary, 2 Hmong children improved in their classifications, 1 worsened, and 16 remained the same.

Figure E8. SDQ Hyperactivity Subscale (Hmong)

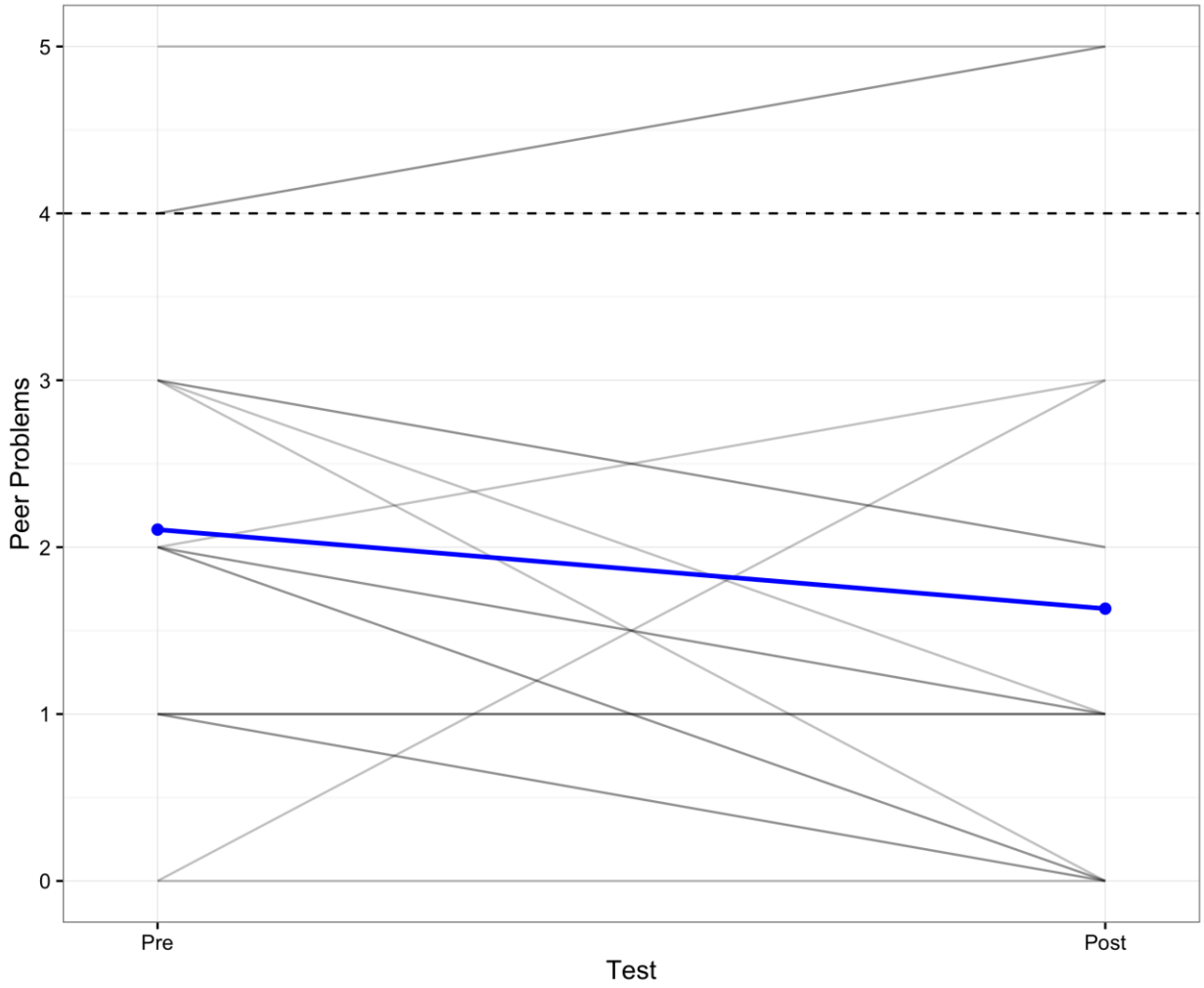


SDQ Peer Problems Subscale. For the Peer Problems subscale (see Figure E9), the pretest mean was 2.1 (*SD* = 1.4); the posttest mean was 1.6 (*SD* = 1.8). There was no evidence of change from pretest to posttest for the Hmong group on the Peer Problems subscale ($t(18) = 1.07$, $p = 0.30$, Cohen's $d = 0.34$).

Scores on the Peer Problems subscale between 0 and 2 were considered normal, a score of 3 was considered borderline, and scores of 4-10 were considered abnormal. Of the 19 children who had pretest and posttest scores, the following classifications were observed:

- 3 Hmong children had abnormal scores on the pretest and posttest.
- 4 Hmong children had borderline scores on the pretest. All 4 had normal scores on the posttest.
- 12 Hmong children had normal pretest scores. Of these 12 children, 2 had borderline posttest scores and the rest (10) had normal scores.
- In summary, 4 Hmong children improved, 2 worsened, and 13 remained the same.

Figure E9. SDQ Peer Problems Subscale (Hmong)

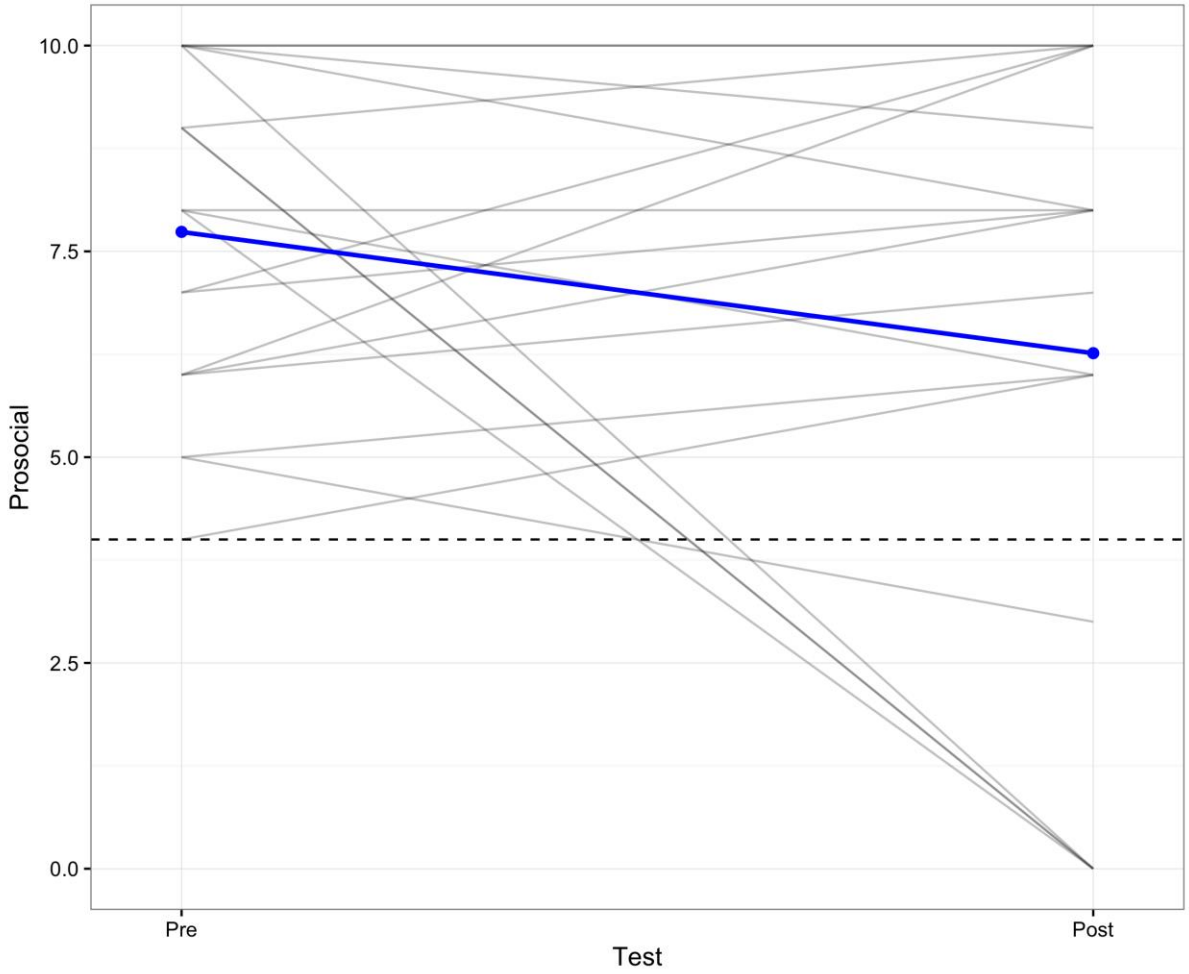


SDQ Prosocial Subscale. In contrast to the rest of the SDQ subscales, a higher score is more desirable than a lower score for the Prosocial subscale. Thus, in Figure E10, the area below the dashed line signifies a classification of abnormal. In this case, if the treatment has a positive effect, the pretest mean should be lower than the posttest mean (and the line should slope up from pretest to posttest). However, for the Hmong group, the pretest mean was 7.7 (*SD* = 2.0), which was higher than the posttest mean (6.3; *SD* = 3.8). This change was not significant ($t(18) = 1.38$, $p = 0.19$, Cohen's $d = 0.34$).

Prosocial subscale scores between 6 and 10 were considered normal, a score of 5 was considered borderline, and scores of 0-4 were considered abnormal. In terms of classification changes from pretest to posttest:

- 1 Hmong child had an abnormal score on the pretest. This child had a normal score on the posttest.
- 2 Hmong children had borderline scores on the pretest. Of these 2 children, 1 child had a normal score on the posttest and 1 had an abnormal score on the posttest.
- 16 Hmong children had normal pretest scores. Of these 16 children, 4 had abnormal posttest scores and the rest (12) had normal scores.
- Overall, 2 Hmong children improved, 5 worsened, and 12 remained the same.

Figure E10. SDQ Prosocial Subscale (Hmong)



Appendix F: Survey Results for the African American Cultural Contextualization

Table F1. The Overall Program (African American)

	Considerably worse	Worse	Slightly worse	The same	Slightly improved	Improved	Greatly improved
My child's social and emotional skills are (*n*=12)	-	-	-	25%	50%	17%	8%
My child's pre-academic skills for language, reading, and persistence at a task are (*n*=12)	-	-	-	33%	33%	8%	25%
My child's self-regulation and problem solving skills are (*n*=12)	-	-	-	25%	42%	17%	17%
	Very pessimistic	**Pessimistic**	**Slightly pessimistic**	**Neutral**	**Slightly optimistic**	**Optimistic**	**Very optimistic**
My overall feelings about my personal progress at using the attentive and coaching parent skills are that I am (*n*=12)	-	-	-	25%	33%	42%	-
	Very inappropriate	**Inappropriate**	**Slightly inappropriate**	**Neutral**	**Slightly appropriate**	**Appropriate**	**Greatly appropriate**
I feel that the approach used to strengthen my child's social and emotional behaviors in this program is (*n*=12)	-	-	-	17%	17%	25%	42%
	Strongly not recommend	**Not recommend**	**Slightly not recommend**	**Neutral**	**Slightly recommend**	**Recommend**	**Strongly recommend**
Would you recommend the program to a friend or relative? (*n*=12)	-	-	-	25%	-	25%	50%
	Very negative	**Negative**	**Slightly negative**	**Neutral**	**Slightly positive**	**Positive**	**Very positive**
My overall feeling about achieving my goal in this program for my child and family is (*n*=12)	8%	-	-	8%	8%	25%	50%

Table F2. Teaching Format (African American)

	Extremely useless	Useless	Slightly useless	Neutral	Somewhat useful	Useful	Extremely useful
Content of information presented was (*n*=12)	-	8%	-	8%	17%	42%	25%
Demonstration of parenting skills through the use of video vignettes was (*n*=12)	-	-	17%	8%	8%	42%	25%
Group discussion of parenting skills was (*n*=12)	-	-	-	17%	17%	25%	42%
Practice of play and coaching skills at home with your child was (*n*=12)	-	-	17%	-	8%	42%	33%
Reading chapters from the Incredible Years or Incredible Toddlers book was (*n*=11)	-	-	9%	9%	9%	46%	27%
Weekly handouts (e.g., tips & others) were (*n*=12)	-	-	8%	8%	17%	42%	25%
Use of practice or role plays during group sessions were (*n*=12)	-	-	17%	25%	-	33%	25%

Table F3. Specific Parenting Techniques (African American)

	Extremely useless	Useless	Slightly useless	Neutral	Somewhat useful	Useful	Extremely useful
Attentive Child-Directed Play (*n*=12)	-	-	8%	8%	-	42%	42%
Academic and Persistence Coaching (*n*=12)	-	-	8%	8%	-	42%	42%
Social Coaching (*n*=12)	-	-	8%	8%	-	50%	33%
Emotional Coaching (*n*=12)	-	-	8%	8%	-	50%	33%
Teaching Children to Problem Solve through Play (*n*=12)	-	-	8%	8%	-	42%	42%
Helping child control his/her anger (*n*=12)	-	-	8%	8%	-	33%	50%
This Overall Group of Techniques (*n*=12)	-	-	8%	8%	-	25%	58%

Table F4. Evaluation of Parent Group Leaders (African American)

	Very poor	Poor	Slightly below average	Average	Slightly above average	High	Superior
I feel the leader's teaching was (*n*=22)	-	-	-	9%	14%	27%	50%
The leader's preparation was (*n*=22)	-	-	-	18%	5%	27%	50%
	Extremely dissatisfied	**Dissatisfied**	**Slightly dissatisfied**	**Neutral**	**Slightly satisfied**	**Satisfied**	**Extremely satisfied**
Concerning the leader's interest and concern in me and my child, it [sic] was (*n*=20)	-	-	-	-	-	45%	55%
	Extremely unhelpful	**Unhelpful**	**Slightly unhelpful**	**Neutral**	**Slightly helpful**	**Helpful**	**Extremely helpful**
At this point, I feel the leader in the program was (*n*=20)	-	-	-	-	-	35%	65%

Table F5. Parent Group (African American)

	Very unsupportive	Unsupportive	Somewhat unsupportive	Neutral	Somewhat supportive	Supportive	Very supportive
I feel the group was (*n*=11)	-	-	-	9%	18%	27%	46%
	Very uninterested	**Uninterested**	**Somewhat uninterested**	**Neutral**	**Somewhat interested**	**Interested**	**Very interested**
Concerning other group members' interest in me and my child, I felt they were (*n*=10)	-	-	-	20%	10%	30%	40%
	Highly unlikely	**Unlikely**	**Somewhat unlikely**	**Neutral**	**Somewhat likely**	**Likely**	**Very likely**
How likely is it that you will continue meeting with one or more of the parents in your group? (*n*=11)	18%	-	9%	9%	9%	27%	27%

Table F6. Parent Group (Continued; African American)

Item	Yes	No
I would like to keep meeting as a group (*n*=10)	20%	80%

Table F7. Your Opinion (African American)

Item	Open-Ended Responses*
How could the program have been improved to help you more? (8 people commented; 1 said N/A; 1 said No comment.)	• Cover more emotional topics • More topics • The curriculum was aggressive and ridiculous • Get the book. More sessions—ours was only 7 sessions • It could have been a little more lengthy • I don't think the program can be improved. I already think highly of the program.
At this time do you feel the need for further parenting assistance? Please elaborate. (9 people commented; 1 said N/A; 1 said No comment.)	• Could always learn more • Need to keep practicing the coaching methods we were taught • Same • Yes because I am still a young, learning parent and I get frustrated • Yes, other aspects of parenting • No • No
What did you see as the main benefit of the Attentive Parenting Program? (9 people commented; 1 said N/A; 1 said No comment.)	• A chance to have dedicated time to think about my parenting styles and technique. • Everything was very helpful • Helping my children learn problem-solving skills. Helping my child learn. Prosocial behaviors/skills • Learning new coaching techniques • Other parent perspectives, professional input • The different parenting techniques when the child is at play. • The thermometer

* Minor corrections were made to enhance readability, but the intent of the statement is preserved.

Appendix G: Survey Results for the Hmong Cultural Contextualization

Table G1. The Overall Program (Hmong)

	Considerably worse	Worse	Slightly worse	The same	Slightly improved	Improved	Greatly improved
My child's social and emotional skills are (*n*=19)	-	-	5%	16%	21%	42%	16%
My child's pre-academic skills for language, reading, and persistence at a task are (*n*=19)	-	-	-	16%	32%	32%	21%
My child's self-regulation and problem solving skills are (*n*=19)	-	-	5%	21%	37%	21%	16%
	Very pessimistic	**Pessimistic**	**Slightly pessimistic**	**Neutral**	**Slightly optimistic**	**Optimistic**	**Very optimistic**
My overall feelings about my personal progress at using the attentive and coaching parent skills are that I am (*n*=19)	-	-	-	21%	11%	42%	26%
	Very inappropriate	**Inappropriate**	**Slightly inappropriate**	**Neutral**	**Slightly appropriate**	**Appropriate**	**Greatly appropriate**
I feel that the approach used to strengthen my child's social and emotional behaviors in this program is (*n*=19)	-	-	-	-	5%	53%	42%
	Strongly not recommend	**Not recommend**	**Slightly not recommend**	**Neutral**	**Slightly recommend**	**Recommend**	**Strongly recommend**
Would you recommend the program to a friend or relative? (*n*=19)	-	-	-	-	5%	32%	63%
	Very negative	**Negative**	**Slightly negative**	**Neutral**	**Slightly positive**	**Positive**	**Very positive**
My overall feeling about achieving my goal in this program for my child and family is (*n*=19)	-	-	-	-	11%	47%	42%

Table G2. Teaching Format (Hmong)

	Extremely useless	Useless	Slightly useless	Neutral	Somewhat useful	Useful	Extremely useful
Content of information presented was (*n*=19)	-	-	-	-	-	42%	58%
Demonstration of parenting skills through the use of video vignettes was (*n*=19)	-	-	-	-	11%	42%	47%
Group discussion of parenting skills was (*n*=19)	-	-	-	-	-	37%	63%
Practice of play and coaching skills at home with your child was (*n*=19)	-	-	-	-	11%	32%	58%
Reading chapters from the Incredible Years or Incredible Toddlers book was (*n*=9)	-	-	-	11%	33%	33%	22%
Weekly handouts (e.g., tips & others) were (*n*=19)	-	-	-	5%	16%	42%	37%
Use of practice or role plays during group sessions were (*n*=19)	-	-	-	11%	16%	37%	37%

Table G3. Specific Parenting Techniques (Hmong)

	Extremely useless	Useless	Slightly useless	Neutral	Somewhat useful	Useful	Extremely useful
Attentive Child-Directed Play (*n*=19)	-	-	-	-	-	47%	53%
Academic and Persistence Coaching (*n*=19)	-	-	-	-	-	42%	58%
Social Coaching (*n*=19)	-	-	-	-	5%	32%	63%
Emotional Coaching (*n*=19)	-	-	-	-	11%	16%	74%
Teaching Children to Problem Solve through Play (*n*=19)	-	-	-	-	5%	37%	58%
Helping child control his/her anger (*n*=19)	-	-	-	-	5%	37%	58%
This Overall Group of Techniques (*n*=19)	-	-	-	-	-	26%	74%

Table G4. Evaluation of Parent Group Leaders (Hmong)

	Very poor	Poor	Slightly below average	Average	Slightly above average	High	Superior
I feel the leader's teaching was (*n*=38)	-	-	-	5%	8%	37%	50%
The leader's preparation was (*n*=37)	-	-	3%	-	11%	30%	57%
	Extremely dissatisfied	**Dissatisfied**	**Slightly dissatisfied**	**Neutral**	**Slightly Satisfied**	**Satisfied**	**Extremely satisfied**
Concerning the leader's interest and concern in me and my child, it [sic] was (*n*=37)	-	-	-	3%	5%	27%	65%
	Extremely unhelpful	**Unhelpful**	**Slightly unhelpful**	**Neutral**	**Slightly helpful**	**Helpful**	**Extremely helpful**
At this point, I feel the leader in the program was (*n*=37)	-	-	-	-	-	35%	65%

Table G5. Parent Group (Hmong)

	Very unsupportive	Unsupportive	Somewhat unsupportive	Neutral	Somewhat supportive	Supportive	Very supportive
I feel the group was (*n*=18)	-	-	-	-	6%	50%	44%
	Very uninterested	**Uninterested**	**Somewhat uninterested**	**Neutral**	**Somewhat interested**	**Interested**	**Very interested**
Concerning other group members' interest in me and my child, I felt they were (*n*=18)	-	-	-	-	11%	50%	39%
	Highly unlikely	**Unlikely**	**Somewhat unlikely**	**Neutral**	**Somewhat likely**	**Likely**	**Very likely**
How likely is it that you will continue meeting with one or more of the parents in your group? (*n*=18)	6%	6%	-	22%	17%	17%	33%

Table G6. Parent Group (Continued; Hmong)

Item	Yes	No
I would like to keep meeting as a group (*n*=16)	13%	88%

Table G7. Your Opinion (Hmong)

Item	Open-Ended Responses*
How could the program have been improved to help you more? (13 people commented)	• Nothing much. • The program was really helpful. • Everything's good. • Overall the program itself was very helpful. It taught me to be more active in my baby sister's early childhood as she grows up and is learning at the same time. • I would like it if the leader was more prepared and up to date with events outside of days that we meet in class. Don't wait for the last minute to tell us about outside events, or have to tell us about the events when the event ends on the day of. • I think if the videos were translated into the Hmong language it would be better for our group. • I think if the program was broken out longer, so we can learn slowly, it would be more helpful, because I understand that there are some parents that take a longer time to learn all the information. • Less content and objectives to cover [each] session so there's more time for parents to discuss, reflect and learn. • Maybe we should have more topics added to the class. • The program can improve with more families, however it's understandable that families are busy, as time goes on there are less families showing up. • I still think the program is geared too much on the 1 parent and 1 child ratio. Although this format may be useful in measuring results, it does not mirror what parents experience in the home with many children. • Let the kid and parent play as a group to see if they can see what the child likes in class • Kuv xav thov kom hais lus hmoob (Translation: "I would like there to be more Hmong spoken/used.")
At this time do you feel the need for further parenting assistance? Please elaborate. (14 people commented)	• Nothing much. • None • Not sure • No (4 people said "No") • None at all, but it would be nice. The program was very helpful. • No, at this time, I think everything that was taught to us is good enough. • No. The concepts taught during incredible years were very good concepts. • Everything's good, helping one another being good parents. • The techniques that were taught over the last month were very insightful and very helpful. The handouts were very helpful at home and now it's work that needs to be, but the program was very helpful and the group leaders did a great job! • Yes. I feel that I need more help with having to be able to tell my child to do something or stop doing something for me when being asked to do so. • I think that if I had the opportunity to speak or share more on my challenges in the home with my children then I would be better able to utilize lessons from this program to help my family.
What did you see as the main benefit of the Attentive Parenting Program? (17 people commented)	• I think the videos are a great way to teach, that way we have a visual to go off of. • Hand out Assignments, videos, and examples were very beneficial. Everything else, and learning about your children's behavior was a good thing to know and how to resolve it. • Maybe to understand the child's emotions. • The main benefit is to let my child do things on her own and make her own decisions. • Not only did it teach me to be a better role model for my sister, it also taught me to be more active and bond with her more. And I realize that the handout/ tips very helpful. • Followings rules and bonding with child. • Being able to understand my child more instead of just wanting things my way. • Learning about how to know your child's emotion. Getting to know your child well.

Item	Open-Ended Responses*
	• Learning developmental milestones about my child's growth that I wouldn't otherwise have known. • The main benefit of the program is as a parent we can lead our kids in a positive way. • Help me be a better parent and teach my kids to be better kids • The main benefit I got from this program was not to only raise a child, but so that I can understand and know myself as a parent. • The program was very helpful and at the same it taught me to grow as well; while focusing on [child's] needs too, to grow and develop at the same time. • The main benefit was the ability to have others support me while I take the time to learn these lessons. Often times in the home, I feel that all the responsibility is on myself to [sic] my spouse. • Very helpful • Ntau yam. (Translation: "Many things.") • Kev sib pab thiab sib raug zoo (Translation: "Sharing and relationship building")

*Minor corrections were made to enhance readability, but the intent of the statement is preserved.

Center for Applied Research and Educational Improvement
University of Minnesota
1954 Buford Ave., Suite 425, St. Paul MN 55108
Phone: 612-624-0300 • Fax: 612-625-3086 • carei@umn.edu