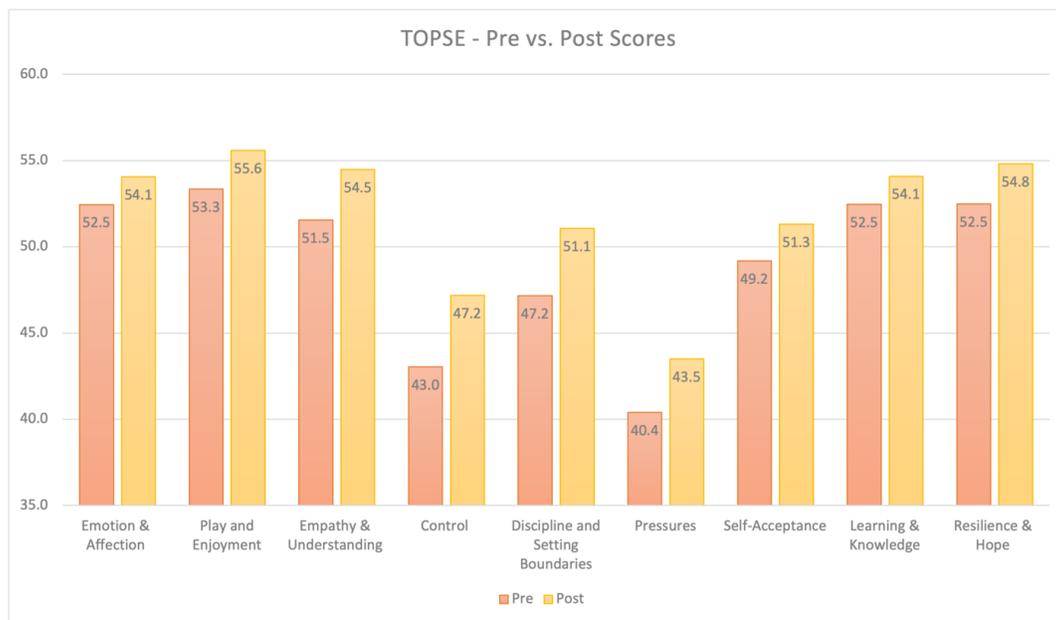


Summary of Results:

When considering all 635 subjects who have participated in a “ICDP: The Best Start for Families” program and completed both a pre-evaluation questionnaire and a post-evaluation questionnaire, we find significant results in almost all metrics considered. When looking at the TOPSE Parental Self-Efficacy scores (Tool to measure Parental Self-Efficacy. University of Hertfordshire. Retrieved from <http://www.topse.org.uk>), all areas (**Emotion & Affection, Play and Enjoyment, Empathy & Understanding, Control, Discipline and Setting Boundaries, Pressures, Self-Acceptance, Learning & Knowledge** and **Resilience & Hope**) show a highly significant increase in self-reported scores, as do the total TOPSE score overall (p-value < 0.001 for all areas). The graph below compares the scores for each area from before the program compared with the score reported after completing the program.



Participants also show a highly significant increase in understanding and use of the ICDP program’s eight guidelines, which fall into the areas of **Emotional Dialogue, Comprehension Dialogue** and **Regulation Dialogue** (p-value < 0.001 for all areas). Participants also report improvement in their health and quality of life after completing the program (p-value < 0.001 for both) (SF-36 VAS Scale scored from 0 to 100 either on extreme left or on right; Ware, Jr., Kosinski & Gandek, 1993).

When asked to consider their children’s behaviors in the **Strengths & Difficulties Questionnaire (SDQ)** (Goodman, 1997), parents report a significant movement in the desired direction in their perceptions of the child’s behaviors in all areas surveyed, such as **Emotional Issues, Conduct, Hyperactivity, Peer Interactions** and **Prosocial Behaviors**. This suggests that the focus on empathy between parent and child in the Best Start Program may improve the child’s wellbeing, or at least promote a more positive outlook and focus on positive behaviors in the child by the parent.

One especially promising result is a highly significant decrease in parental behaviors classified as **Psychological Aggression** (p-value < 0.001) and **Physical Assault** (p-value = 0.025) using the Parent-Child Conflict Tactics Scale (Straus, Hamby, Finkelhor, Moore, & Runyan, 1998), suggesting that the program and its lessons may promote more healthy and less harmful interactions between parents and children.

Explanations of Instruments Used:

Self-efficacy (TOPSE) TOPSE is designed to measure parent's self-efficacy. This evaluation, as well as the other components of the Best Start Programs are designed to build skills, strengthen parent-child relationships, and support and educate parents. The TOPSE is made up of 55 individual parent-child relationship behaviors, which fall into 9 overall categories.

Parent-child interaction (ICDP) ICDP focuses on empathy and is comprised of eight parent-child interaction guidelines which parents share, discuss, and engage with. The guidelines are organized within the framework of three overarching "dialogue" categories covering the spectrum of parenting interactions: 1) the emotional dialogue (e.g., how we show love; affirm; empower; communicate with children), 2) the comprehension dialogue (e.g., helping children focus, deepen learning and understanding), and 3) the regulative dialogue (e.g., setting boundaries, routines, limits, support, and guidance to develop responsibility and moral understanding).

Parent Child Conflict Tactics Scale (PCCTS) The parent-child version of the Conflict Tactics Scale was included to obtain information about different manners in which parents have handled the discipline of the child in the past year. On these scales disciplinary responses are grouped into three types: Verbal Reasoning (e.g., putting child in a time-out; explaining why behavior was wrong), Verbal Aggression (e.g., screaming or cursing at the child; threatening to spank him/her), and Physical Violence (e.g., hitting the child; spanking; slapping the child).

Parent perception of child strengths and difficulties (SDQ) Participants are asked about the strengths of their child and the difficulties the child faces. The answers cover a range of (mostly negative) behaviors in the child, from emotional wellbeing (e.g., having many fears; being nervous or sad; suffering headaches or stomach aches), conduct (e.g., being obedient; acting out; temper tantrums), hyperactivity (e.g., restlessness; fidgeting; attention span), peer relations (e.g., getting along with peers; having friends) and prosocial behaviors (e.g., being considerate, helpful and kind to others). Ideally, the scores for these areas would decrease, except for Pro-social.