



The Changing Children's Worlds Foundation

The Best Start for Families
A Health Equity Approach
(ICDP-USA)
Justice System Briefing
July 2021

Empathy

By Steven

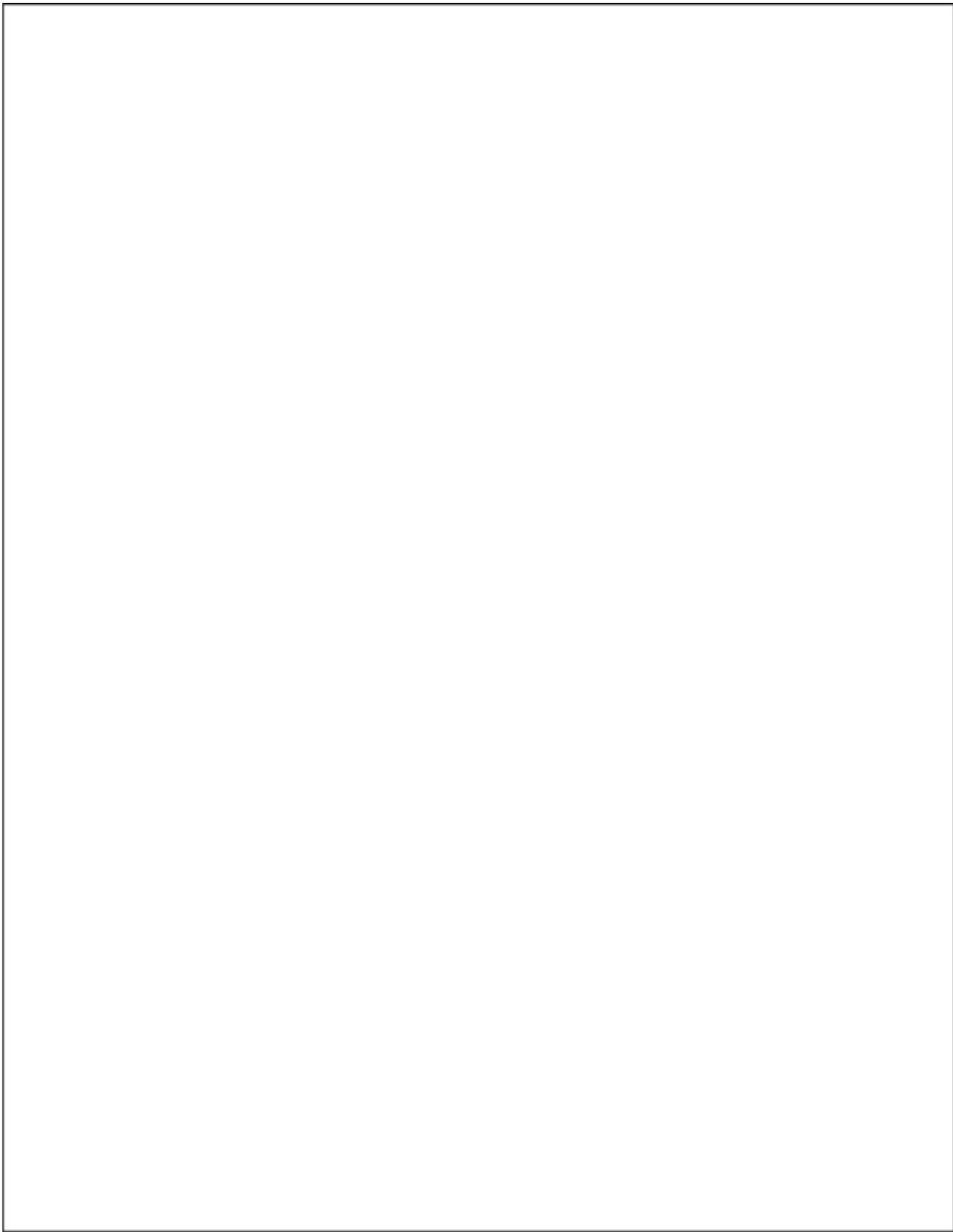


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Overview

The International Child/Parenting Development Program (ICDP), or “The Best Start for Families-A Health Equity Approach” (BSFF) in the USA, is a comprehensive psycho-social approach to strengthening adult caregiver/parent-child relationships. While parenting challenges can be very different according to children’s developmental stages and circumstances, every parent or caregiver benefits from support and guidance in parenting at some time, especially in a community setting. Regardless of age, there is the need for effective, caring parent-child communications and positive relationships to build children’s positive development and resilience for life. Parents, too, benefit from positive relationships, positive community experiences, and from the confidence they build about themselves as parents and people, especially those who have experienced personal or socially-based trauma.

Based on tenets of developmental and humanistic psychology, the program emphasizes empathy, competence-building, and communication between parents and children (Sherr et al., 2013; Skar et al., n.d.). Empathy is modeled as a foundation of parenting values. This enables caregivers to confidently experience and communicate their love as they guide the positive development of their children. Further, community-based, facilitated Caregiver/ Parent Learning Groups support caregivers to expand their "zone of empathy" more broadly, and supplemental children’s programming strengthens practical understanding and results for full and even extended families.

The “Best Start for Families-A Health Equity Approach (ICDP-USA)” curriculum for adult caregivers/parents is based on exploring new guidelines as questions each week. Trained facilitators introduce the questions and then engage caregivers in small and large group discussions of photo and video vignettes, where parents raise relevant and concrete experiences. Role-playing (improvisation) is also used to for parents to try out, practice and receive feedback on new ways to interact, communicate with and build relationships with children, especially on challenging issues. Caregivers, as adult learners, use Caregiver Handbooks in-session and for home practice, reflection, observation, and self-assessment.

During sessions, trauma-informed facilitators support caregivers to gain confidence in learning and supporting the learning of others in the group, embedding a parallel process of establishing trust and attachment in the group and in adult-child relationships.

The program aims to improve the developmental opportunities for children by providing caregivers essential information about children’s psychosocial development and increasing their basic caregiving skills and ability to give social support to the children (Skar et al., n.d.). The Best Start (ICDP-USA) is an internationally tested and supported program.

ICDP-USA/BEST START FOR FAMILIES CORE CAREGIVER CURRICULAR ACTIVITIES

- Review concepts and related home practice. Celebrate successes and support struggles.
- Explore a new guideline each week and discuss circumstances which challenge parents to implement them successfully.
- Analyze and discuss photo, video and written scenarios.
- Role-play situations practicing new skills.
- Use Caregiver Handbooks at home.
- Use Children’s Activity Booklets with children at home.
- Engage in a parallel process of trauma-informed communication within the learning group and at home with children and other family members.



Sheriff Hains, Changing Children's Worlds Facilitator at Best Start Certification Session in April 2021

Implementation of The Best Start in Illinois has been established by the Changing Children's Worlds Foundation (CCWF) with widely disparate partner organizations in Kane, Cook, DuPage, Dekalb, McHenry and Kendall counties. Partners include schools and early childhood centers; mental health/social service agencies; detention-jails/prison settings; community/youth and faith-based organizations. CCWF also hosts community-based sessions with Department of Children and Family Services (DCFS) child welfare families, supplemented with individualized Parent Coaching sessions.

The purpose of this brief is to present outcomes of ICDP-USA Best Start programs implemented within the Justice System (Detained, Incarcerated and DCFS-involved families in multiple community-based child and family service settings in Illinois). The study centers on core intended outcomes of parent self-efficacy, positive parenting behaviors, nonviolent discipline, and child strengths and difficulties.

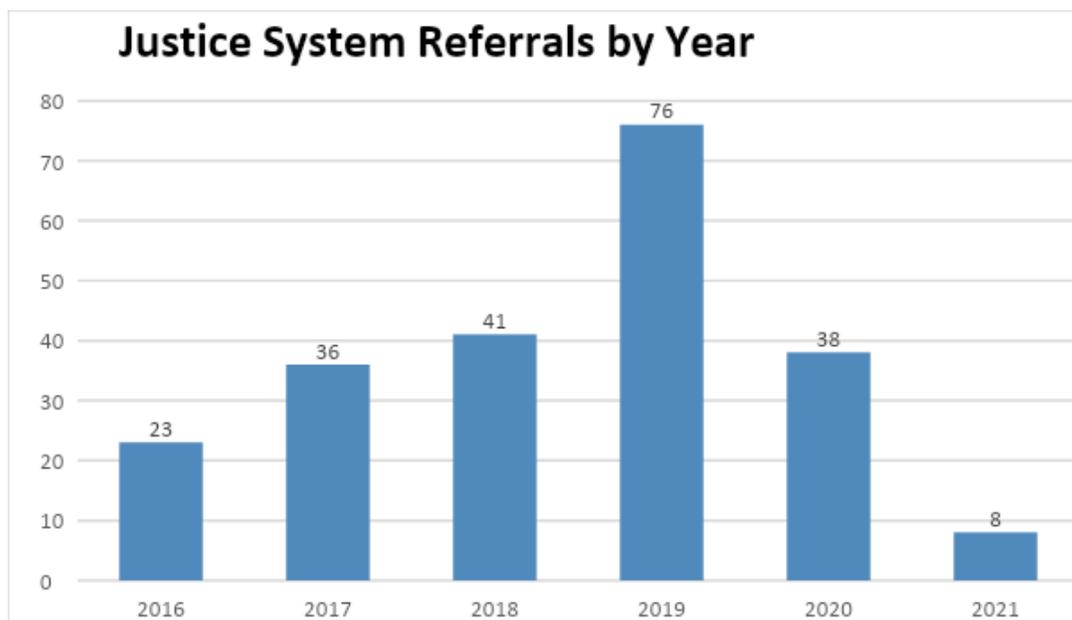
Justice System Parents

Of the 222 participants that make up the Justice System data, 15 (6.8%) are in Prison, 173 (77.9%) are in Jail/Detained, and 33 (14.9%) are DCFS referred. About 75.6% of the participants are male, and 24.4% female. Males and females went through the program separately. Most of the participants have a HS diploma or some college (77.2%), but 18.3% have no formal education. Note: higher numbers participated partially, but many discontinued due to being transferred or released - so these numbers are those who completed the full program.

Most justice system participants are Hispanic (47%), and about a quarter (26% are black, and 21% are white. Almost half are single (43.3%), while 39% are married, and 18% are divorced. Of those that answered for individual income, 54% make less than \$20K a year and 85% making less than \$40K. Education level is mostly at the high school level (45% with a HS diploma) with 18% having no formal education, 33% having some college, and 5% having a college degree.

There were 13 participants of the "Best Start for Families: RESTORE" Program in 2020-2021, and all of them completed the program virtually. Although a small group, the restore program and other virtual programs show similar successful results. This is a program also sponsored by Sheriff Hain, Kane County Adult Justice System, for detainees who have been released, for those who have come into conflict with the law - but are offered Pre-Trial or Alternative Sentencing, and for their families - while the family member is incarcerated, or after their release. This offers a pro-social, supportive community-based program where these families can come together and continue to work on positive family "restoration," through skills and relationship building.

Participation in the Best Start Parenting Program has consistently grown in the justice system (jail-based and community-based), although COVID related issues did not allow for in-person programs since Spring of 2020.



Methods

Study participants are caregivers/parents who received the Best Start (ICDP-USA) program across a seven-year time span (2014-June 2021) in the Chicago metropolitan area, in multiple counties: Cook, DuPage, Kane, McHenry, Dekalb, Kendall), in Illinois. Programs were implemented in a broad cross-section of Chicago-area communities, including many low socio-economic communities. These included Children's Home and Aid Societies, Family Focus agencies, Chicago Public Schools, Early Childhood/Elementary Schools and Mental Health and Social Service Agencies (Chicago, Aurora, Elgin, St. Charles, Batavia, Dekalb, Geneva, Lisle, Carpentersville) and the Chicago Children's Advocacy Center.

Participating caregivers from the Kane County Adult Justice Center (Jail, St. Charles) were also included. Caregivers participated in 1.25 to 2-hour weekly sessions (range 12-20 total hours), over 5 to 16 weeks on average (covering the 16-session curriculum's required content).



Participants completed assessment measures during the first (pre) and last sessions (post) of each Best Start (ICDP-USA) learning group. The current study focuses on four of the nine measures administered that assess parent self-efficacy, discipline, child strengths and difficulties, and positive parent-child interactions.

Assessments were collected by program facilitators. Descriptive and pre-post analyses using paired t-tests were conducted to describe the sample at baseline and examine outcomes at program end. Measures include the Tool to Measure Parental Self-Efficacy (TOPSE; Kendall & Bloomfield, 2005); Conflict Tactic Scales: Parent to Child (PCCTS; Strauss et al., 1998); Strengths and

Difficulties Questionnaire (SDQ; Goodman et al., 2010) and the ICDP Guidelines (ICDP-USA, 2012).

Findings

The Justice System and all subgroups of the Justice System (DCFS, Jail & Prison, and Restore) show significant improvement from pre to post time periods on almost every aspect the Best Start Program – TOPSE, ICDP, Kessler, PCCTS, and SDQ. Below is a summary of the results for the Justice System and its sub-groups.

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 self-efficacy **scores significantly increased** between pre- and post-intervention for Justice system in every area of the Jail & Prison group and almost every area for DCFS and Restore.
- Dramatic differences are especially seen in the areas of **Control and Discipline & Setting Boundaries**.
- Even though justice system participants increase in all areas of the TOPSE, in some areas, the justice system group ends (post scores) at a level that is similar to where the general population starts (pre scores). This is the case for: **Emotion & Affection, Play & Enjoyment, and Resilience & Hope**.

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).

- There was a **significant increase across all dialogue scores** between pre- and post-intervention including emotional, comprehension, regulation, and in total.
- The area of **Regulation Dialogue shows the best increase** (similar to the general population).

Kessler Measure of Mental Health Kessler measures of depressive tendencies. Participants are asked about how often they have feelings of restlessness, tiredness, despair, anxiety, depression, etc. The scores are summed across 10 feelings and is a measure of the degree of mental illness a person may have. Scores between 10-19 are likely to be well, 20-24 are likely to have mild mental disorders, 25-29 moderate mental disorders, and 30-50 signs of severe mental disorder

- The results for DCFS participants show they **are less inclined to depression** at the end of the Best Start program. Jail & Prison participants are not asked this section of the inventory.

Parent Child Conflict Tactics Scale (PCCTS)

- Justice system shows a **significant increase in non-violent areas of discipline**, such as redirecting behavior, time outs etc. suggesting they are learning/using productive ways of handling parent child conflicts.
- While the results do not show a significant decrease in violence and aggressive behavior, this is largely because respondents indicated very few physical or psychologically aggressive behaviors in their Pre-Evaluation scores. A significant decrease would be almost impossible to attain, but progress was still noted.

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, conduct, hyperactivity, peer relations and prosocial behaviors. Ideally, the scores for these areas would decrease, except for Pro-social.

- Justice System participants perception of child's conduct behavior **decreased significantly** between pre- and post-intervention **across perceived Conduct Problems, Hyperactive behavior and Peer-related Problems.**
- There was also a **significant improvement** (decrease in problematic behaviors after the program) when looking at parents' responses to their perceptions of their children in the Strengths and Difficulties Questionnaire **in total.** Further improvements are hoped for following the program as well.

Coping In a question asked to measure their coping ability, participants are asked if they think their child has difficulties in one or more areas such as emotional, behavioral, concentration, etc.

- This section is difficult for those incarcerated or without custody of their children to answer so we see little to no change in the evaluation of their child's behavior. DCFS parents however, are **significantly less likely to think their child has difficulty** coping with their emotions, concentration, behavior or ability to get along with others.

Below are the pre-post differences scores for the Justice System, the sub-groups of the Justice System, and 2 areas for comparison – the general population of participants (not part of the justice system) and the virtual group (all participants that have participated in the Best start program virtually from 2020 to present).

To respect human rights protections and ensure no self-incrimination, detained and incarcerated participants complete a shorter version of the self-report Pre/Post Evaluation, as approved by the jail or corrections facilities.

Results Table

<i>Significant difference in mean scores at 95% confidence level</i>	<i>Significant difference in mean scores at 90% confidence level</i>	<i>Significant difference in mean scores at 80% confidence level</i>	<i>Not Significantly Different (sometimes due to a low base number of participants)</i>
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TOPSE (section 1)	Justice Referrals (n=222)	Jail & Prison (n=188)	Restore (n=13)	DCFS (n=33)	General Population (Not Referred) (n=503)	All Virtual (n=41)
Emotion & Affection	2.0	2.0	-.7	2.3	1.3	2.7
Play and Enjoyment	2.4	1.7	3.6	6.0	2.0	6.9
Empathy & Understanding	2.0	2.1	.1	2.1	3.4	3.0
Control	3.2	3.2	4.8	4.2	5.0	5.2
Discipline and Setting Boundaries	3.9	3.6	.3	5.8	4.1	3.6
Pressures	1.9	1.4	6.3	4.3	3.6	6.0
Self-Acceptance	1.9	1.5	2.3	4.1	2.3	4.7
Learning & Knowledge	1.0	1.0	1.2	1.0	1.9	2.2
Resilience & Hope	2.5	2.3	1.9	3.2	2.3	3.8
Total Score	18.7	17.9	22.0	23.1	21.5	33.3

ICDP Guidelines (section 2)	Justice Referrals (n=222)	Jail & Prison (n=188)	Restore (n=13)	DCFS (n=33)	General Population (Not Referred) (n=503)	All Virtual (n=41)
Emotional Dialogue: Average of Guidelines 1-4	.2	.2	.4	.5	.3	.8
Comprehension Dialogue: Average of Guidelines 5-7	.3	.3	.3	.6	.5	.7
Regulation Dialogue: Average of Guidelines 8a-8d	.5	.5	.1	.7	.7	1.1
ICDP Guidelines Questionnaire (average 11 items)	.3	.3	.3	.6	.5	.9

Kessler (Section 5) This was not conducted with participants in Jail or Correctional settings.	Justice Referrals (n=222)	Jail & Prison (n=188)	Restore (n=13)	DCFS (n=33)	General Population (Not Referred) (n=503)	All Virtual (n=41)
KESSLER Total	NA	NA	-1.2	-1.5	-1.3	-1.3

*N/A - Not required/allowed to be completed

PCCTS (Section 8) Not conducted with those in Jail or Correctional settings.	Justice Referrals (n=222)	Jail & Prison (n=188)	Restore (n=13)	DCFS (n=33)	General Population (Not Referred) (n=503)	All Virtual (n=41)
PCCTS Non-Violent 8 Weeks	NA	NA	6.9	6.2	-3.4	11.2
PCCTS Psychological Aggression 8 Weeks	NA	NA	-2.2	-1.0	-3.6	-.8
PCCTS Physical Assault 8 Weeks	NA	NA	-.4	.4	-1.1	-.2

*N/A - Not required/allowed to be completed

SDQ (Section 9)	Justice Referrals (n=222)	Jail & Prison (n=188)	Restore (n=13)	DCFS (n=33)	General Population (Not Referred) (n=503)	All Virtual (n=41)
SDQ_Emootional	NA	NA	-.8	-.2	-.3	.0
SDQ_Conduct	NA	NA	-1.4	-1.2	-.3	-1.2
SDQ_Hyperactive	NA	NA	-1.5	-1.9	-.5	-1.2
SDQ_Peer	NA	NA	-.2	-.9	-.2	-.7
SDQ_Prosocial	NA	NA	.7	.1	.3	.6
SDQTotal	NA	NA	-2.9	-3.3	-1.0	-2.4

*N/A - Not required/allowed to be completed

Conclusion

The Justice system participants show significant improvements in almost all of the areas measured. Jail & Prison participants also consistently show improvement, although their increases, while significant, are often lower than the general population.

DCFS shows similar increases with the general population of participants, although the DCFS participants sometimes indicate post-evaluation self-reported results at a level higher than the general population. Further analysis will expand our understanding of results for parents with custody of their children versus those without custody as numbers increase, but early analysis suggests that DCFS parents who do not have custody of their children perceive their increases at a higher rate than those with custody. Their interaction with their child might be limited to more short, more positive,

There is a relatively small number of participants in the Restore group to date (n=13), but the analysis shows positive and often significant improvements. Restore participants show significant improvements in Control and Play & Enjoyment. They also increased in other areas such as Pressures, Self-acceptance, Resilience & Hope, and Emotional Dialogue. These results are especially striking given the low base size. Significance testing takes into account low base sizes, and the differences need to be fairly noteworthy to be significant when dealing with small groups.

Restore, and other virtual program results show that the use of virtual programs has resulted in significant improvements in most of the relevant areas. Virtual participants show significant improvement suggesting virtual programs are equally effective in supporting positive change, improvement in parent-child interactions, parental understanding and efficacy, and family enjoyment and hope. Introducing virtual programs in the Justice System populations would continue to benefit the incarcerated population in the development of parenting skills.

Overall, the ICDP-USA Best Start study shows evidence of **increases in parental self-efficacy, parental dialogue and positive parent-child interaction and this holds true within the Justice System.** This provides evidence that Justice System participants who receive ICDP-USA Best Start may change their perception of child behaviors, perhaps indicating more developmental knowledge and emotional empathy for children's behavior after having received the program.

Additionally important, Justice System parents gain strength in control and discipline and also self growth areas such as empathy, self-acceptance, and resiliency & hope.



Testimonials

“I learned a lot about being a great parent and a positive role model for my son. The instructors were great. They answered all of my questions and concerns.”

“Last year I took this class and the truth is I am happy that this year I got to take it again, now I have done it twice and when I get out of here I hope to be able to use what I learned. Thank you for taking the opportunity to show us how to be better parents.”

“This program was great... The teachers were great fun and knew everything on the topics we learned.”

“I am happy because I learned a lot... and have skills to share with my family.”

“The teachers were very friendly and attentive to respond to our questions, they were patient and understanding... I would absolutely recommend this program to other people (or parents).”

Tables

Table 1: Results of Significance Testing for Difference in Total Scores Pre- and Post-intervention

TOPSE (section 1)	Justice Referrals (n=222)	Jail & Prison (n=188)	Restore (n=13)	DCFS (n=33)	General Population (Not Referred) (n=503)	All Virtual (n=41)
Emotion & Affection	2.0	2.0	-.7	2.3	1.3	2.7
Play and Enjoyment	2.4	1.7	3.6	6.0	2.0	6.9
Empathy & Understanding	2.0	2.1	.1	2.1	3.4	3.0
Control	3.2	3.2	4.8	4.2	5.0	5.2
Discipline and Setting Boundaries	3.9	3.6	.3	5.8	4.1	3.6
Pressures	1.9	1.4	6.3	4.3	3.6	6.0
Self-Acceptance	1.9	1.5	2.3	4.1	2.3	4.7
Learning & Knowledge	1.0	1.0	1.2	1.0	1.9	2.2
Resilience & Hope	2.5	2.3	1.9	3.2	2.3	3.8
Total Score	18.7	17.9	22.0	23.1	21.5	33.3

ICDP Guidelines (section 2)	Justice Referrals (n=222)	Jail & Prison (n=188)	Restore (n=13)	DCFS (n=33)	General Population (Not Referred) (n=503)	All Virtual (n=41)
Emotional Dialogue: Average of Guidelines 1-4	.2	.2	.4	.5	.3	.8
Comprehension Dialogue: Average of Guidelines 5-7	.3	.3	.3	.6	.5	.7
Regulation Dialogue: Average of Guidelines 8a-8d	.5	.5	.1	.7	.7	1.1
ICDP Guidelines Questionnaire (average 11 items)	.3	.3	.3	.6	.5	.9

Life Ratings (Section 4)	Justice Referrals (n=222)	Jail & Prison (n=188)	Restore (n=13)	DCFS (n=33)	General Population (Not Referred) (n=503)	All Virtual (n=41)
Please indicate how good or bad your health is today	4.0	4.2	7.7	3.1	4.4	3.1

Please indicate how good or bad your quality of life is today	3.4	2.7	7.7	4.7	5.3	4.1
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Kessler (Section 5)	Justice Referrals (n=222)	Jail & Prison (n=188)	Restore (n=13)	DCFS (n=33)	General Population (Not Referred) (n=503)	All Virtual (n=41)
KESSLER Total	N/A	N/A	-1.231	-1.5	-1.3	-1.3

PCCTS (Section 8)	Justice Referrals (n=222)	Jail & Prison (n=188)	Restore (n=13)	DCFS (n=33)	General Population (Not Referred) (n=503)	All Virtual (n=41)
PCCTS Non-Violent 8 Weeks	N/A	N/A	6.9	6.2	-3.4	11.2
PCCTS Psychological Aggression 8 Weeks	N/A	N/A	-2.2	-1.0	-3.6	-.8
PCCTS Physical Assault 8 Weeks	N/A	N/A	-.4	.4	-1.1	-.2

SDQ (Section 9)	Justice Referrals (n=222)	Jail & Prison (n=188)	Restore (n=13)	DCFS (n=33)	General Population (Not Referred) (n=503)	All Virtual (n=41)
SDQ_Emootional	N/A	N/A	-.8	-.2	-.3	.0
SDQ_Conduct	N/A	N/A	-1.4	-1.2	-.3	-1.2
SDQ_Hyperactive	N/A	N/A	-1.5	-1.9	-.5	-1.2
SDQ_Peer	N/A	N/A	-.2	-.9	-.2	-.7
SDQ_Prosocial	N/A	N/A	.7	.1	.3	.6
SDQTotal	N/A	N/A	-2.9	-3.3	-1.0	-2.4

Coping (Section 10)	Justice Referrals (n=222)	Jail & Prison (n=188)	Restore (n=13)	DCFS (n=33)	General Population (Not Referred) (n=503)	All Virtual (n=41)
Overall, do you think that your child has difficulties in one or more of the following areas: emotions, concentration, behavior or being able to get along with other people?	N/A	N/A	.3	-.2	-.2	.1

Table 2: Justice System Individual Item Analyses – Pre and Post Scores

		Justice System (n=222)	Pre	Post	Diff	
TOPSE	Emotion & Affection	I am able to show affection towards my child	9.2	9.4	0.2	
		I can recognize when my child is happy or sad	9.4	9.4	0.1	
		I am confident my child can come to me if they're unhappy	8.7	9.2	0.5	
		When my child is sad I understand why	7.9	8.2	0.2	
		I have a good relationship with my child	8.8	9.1	0.3	
		I find it hard to cuddle my child	2.6	2.7	0.1	<i>Reverse</i>
	Play and Enjoyment	I am able to have fun with my child	9.2	9.4	0.2	
		I am able to enjoy each stage of my child's development	8.2	8.8	0.6	
		I am able to have nice days with my child	8.9	9.2	0.3	
		I can plan activities that my child will enjoy	8.9	9.1	0.2	
		Playing with my child comes easily to me	8.8	9.2	0.4	
		I am able to help my child reach their full potential	8.5	8.9	0.4	
	Empathy & Understanding	I am able to explain things patiently to my child	8.5	8.8	0.3	
		I can get my child to listen to me	8.2	8.8	0.6	
		I am able to comfort my child	8.9	9.1	0.3	
		I am able to listen to my child	9.2	9.3	0.1	
		I am able to put myself in my child's shoes	8.5	8.8	0.3	
		I understand my child's needs	8.6	8.9	0.3	
	Control	As a parent I feel I am in control	7.5	8.2	0.7	
		My child will respond to the boundaries I put in place	7.8	8.3	0.6	
		I can get my child to behave well without a battle	7.7	8.3	0.6	
		I can remain calm when facing difficulties	8.0	8.7	0.7	
		I can't stop my child behaving badly	4.5	4.4	-0.1	<i>Reverse</i>

		I able to stay calm when my child is behaving badly	7.7	8.2	0.5	
	Discipline and Setting Boundaries	Setting limits and boundaries is easy for me	7.8	8.2	0.3	
		I am able to stick to the rules I set for my child	7.7	8.3	0.6	
		I am able to reason with my child	8.2	8.6	0.5	
		I can find ways to avoid conflict	8.3	8.8	0.5	
		I am consistent in the way I use discipline	7.7	8.3	0.7	
		I am able to discipline my child without feeling guilty	6.7	7.6	0.9	
	Pressures	It is difficult to cope with other people's expectations of me as a parent/caregiver	4.8	4.1	-0.7	<i>Reverse</i>
		I am not able to assert myself when other people tell me what to do with my child	3.9	3.8	-0.2	<i>Reverse</i>
		Listening to other people's advice makes it hard for me to decide what to do	3.4	3.3	-0.1	<i>Reverse</i>
		I can say 'no' to other people if I don't agree with them	8.1	8.6	0.4	
		I can ignore pressure from other people to do things their way	7.8	8.2	0.4	
		I do not feel a need to compare myself to other parents/caregivers	7.9	8.0	0.1	
	Self-Acceptance	I know I am a good enough parent	8.3	8.5	0.3	
		I manage the pressures of parenting as well as other parents do	7.7	7.9	0.2	
		I am not doing that well as a parent	3.8	3.3	-0.4	<i>Reverse</i>
		As a parent I can take most things in stride	7.9	8.3	0.4	
		I can be strong for my child	9.5	9.4	0.0	
		My child feels safe around me	9.4	9.5	0.1	
	Learning & Knowledge	I am able to recognize developmental changes in my child	8.7	9.0	0.3	
		I can share ideas with other parents/caregivers	8.4	8.6	0.3	
		I am able to learn and use new ways of dealing with my child	9.0	9.2	0.2	
		I am able to make the changes needed to improve my child's behavior	9.1	9.2	0.1	
		I can overcome most problems with a bit of advice	8.6	8.9	0.3	

		Knowing that other people have similar difficulties with their children makes it easier for me	7.4	7.4	0.0
	Resilience & Hope	When I am in a difficult situation, I can usually manage to get through it and move forward	8.7	9.0	0.2
		I am able to rely on myself more than anyone else	8.4	8.8	0.5
		I am proud of myself and my accomplishments	8.0	8.5	0.5
		I believe that I lead a meaningful life with a promising future	8.0	8.5	0.5
		I have energy and will power to take care of my own responsibilities	8.9	9.3	0.4
		I believe that I can become the best possible person and parent I can be	9.3	9.5	0.2
		I believe that I will be able to ensure that my child/children will have a fulfilling life and future	9.4	9.3	-0.1
		0 = Completely disagree / 10 = Completely agree			
		Justice System (n=222)			
			Pre	Post	Diff
ICDP	Emotional Dialogue	How well do you show positive feelings and love toward your child?	9.2	9.3	0.2
		How well do you follow and respond to the initiatives of your child?	8.6	8.8	0.1
		How well do you hold meaningful dialogue with your child, with and without words?	8.2	8.6	0.5
		How well do you give praise and approval for what your child does?	9.0	9.2	0.2
	Comprehension Dialogue	How well do you help share experiences and focus your child's attention with yours?	8.6	8.8	0.3
		How well do you help describe and give meaning to your child's experiences and show enthusiasm for your child's experiences?	8.6	8.9	0.1
		How well do you help to expand/enrich your child's experiences by connecting topics and by making connections through imagination/creativity?	8.3	8.7	0.2

		How well do you help set boundaries and support your child to plan step-by-step to develop self-control?	8.1	8.5	0.6
	Regulation Dialogue	How well do you support your child with scaffolding (gradual support) to encourage their initiatives and competence?	8.3	8.6	0.3
		How well do you use situations and set routines to guide your child's behavior?	8.1	8.5	0.2
		How well do you positively set consequences to develop responsibility and moral understanding?	8.0	8.6	0.4
		<i>0 = I never do this / 10 = I always do this very well</i>			

Appendices

APPENDIX A: The Best Start Parenting Inventory

SECTION 1 - TOPSE

Q1. The following section is about Parental Self-Efficacy *(N/A is only appropriate answer for a child under age 2)		0 = Completely disagree / 10 = Completely agree											Reverse scale
A. The following section is about emotion and affection:													R
1	I am able to show affection towards my child.	0	1	2	3	4	5	6	7	8	9	10	
2	I can recognize when my child is happy or sad.	0	1	2	3	4	5	6	7	8	9	10	
3	I am confident my child can come to me if they're unhappy.	0	1	2	3	4	5	6	7	8	9	10	
4	When my child is sad I understand why.	0	1	2	3	4	5	6	7	8	9	10	
5	I have a good relationship with my child.	0	1	2	3	4	5	6	7	8	9	10	
6	I find it hard to cuddle my child.	0	1	2	3	4	5	6	7	8	9	10	
B. The following section is about play and enjoyment:													
1	I am able to have fun with my child.	0	1	2	3	4	5	6	7	8	9	10	
2	I am able to enjoy each stage of my child's development.	0	1	2	3	4	5	6	7	8	9	10	
3	I am able to have nice days with my child.	0	1	2	3	4	5	6	7	8	9	10	
4	I can plan activities that my child will enjoy.	0	1	2	3	4	5	6	7	8	9	10	
5	Playing with my child comes easily to me.	0	1	2	3	4	5	6	7	8	9	10	
6	I am able to help my child reach their full potential.	0	1	2	3	4	5	6	7	8	9	10	
C. The following section is about empathy and understanding:													
1	I am able to explain things patiently to my child.	N/A	0	1	2	3	4	5	6	7	8	9	10
2	I can get my child to listen to me.	N/A	0	1	2	3	4	5	6	7	8	9	10
3	I am able to comfort my child.		0	1	2	3	4	5	6	7	8	9	10
4	I am able to listen to my child.		0	1	2	3	4	5	6	7	8	9	10
5	I am able to put myself in my child's shoes.		0	1	2	3	4	5	6	7	8	9	10
6	I understand my child's needs.		0	1	2	3	4	5	6	7	8	9	10
D. The following section is about control:													

1	As a parent I feel I am in control.		0	1	2	3	4	5	6	7	8	9	10
2	My child will respond to the boundaries I put in place.	N/A	0	1	2	3	4	5	6	7	8	9	10
3	I can get my child to behave well without a battle.	N/A	0	1	2	3	4	5	6	7	8	9	10
4	I can remain calm when facing difficulties.		0	1	2	3	4	5	6	7	8	9	10
5	I can't stop my child behaving badly.	N/A	0	1	2	3	4	5	6	7	8	9	10
6	I am able to stay calm when my child is behaving badly.	N/A	0	1	2	3	4	5	6	7	8	9	10
E. The next section is about discipline and setting boundaries :													
1	Setting limits and boundaries is easy for me.		0	1	2	3	4	5	6	7	8	9	10
2	I am able to stick to the rules I set for my child.	N/A	0	1	2	3	4	5	6	7	8	9	10
3	I am able to reason with my child.	N/A	0	1	2	3	4	5	6	7	8	9	10
4	I can find ways to avoid conflict.		0	1	2	3	4	5	6	7	8	9	10
5	I am consistent in the way I use discipline.	N/A	0	1	2	3	4	5	6	7	8	9	10
6	I am able to discipline my child without feeling guilty.	N/A	0	1	2	3	4	5	6	7	8	9	10
F. The following section is about pressures :													
1	It is difficult to cope with other people's expectations of me as a parent.		0	1	2	3	4	5	6	7	8	9	10
2	I am not able to assert myself when other people tell me what to do with my child.		0	1	2	3	4	5	6	7	8	9	10
3	Listening to other people's advice makes it hard for me to decide what to do.		0	1	2	3	4	5	6	7	8	9	10
4	I can say 'no' to other people if I don't agree with them.		0	1	2	3	4	5	6	7	8	9	10
5	I can ignore pressure from other people to do things their way.		0	1	2	3	4	5	6	7	8	9	10
6	I do not feel a need to compare myself to other parents.		0	1	2	3	4	5	6	7	8	9	10
G. The following section is about self-acceptance :													
1	I know I am a good enough parent.		0	1	2	3	4	5	6	7	8	9	10
2	I manage the pressures of parenting as well as other parents do.		0	1	2	3	4	5	6	7	8	9	10
3	I am not doing that well as a parent.		0	1	2	3	4	5	6	7	8	9	10
4	As a parent I can take most things in my stride.		0	1	2	3	4	5	6	7	8	9	10
5	I can be strong for my child.		0	1	2	3	4	5	6	7	8	9	10
6	My child feels safe around me.		0	1	2	3	4	5	6	7	8	9	10

R

R

R

R

H. The following section is about learning and knowledge :														
1	I am able to recognize developmental changes in my child.		0	1	2	3	4	5	6	7	8	9	10	
2	I can share ideas with other parents.		0	1	2	3	4	5	6	7	8	9	10	
3	I am able to learn and use new ways of dealing with my child.		0	1	2	3	4	5	6	7	8	9	10	
4	I am able to make the changes needed to improve my child's behavior.	N/A	0	1	2	3	4	5	6	7	8	9	10	
5	I can overcome most problems with a bit of advice.		0	1	2	3	4	5	6	7	8	9	10	
6	Knowing that other people have similar difficulties with their children makes it easier for me.		0	1	2	3	4	5	6	7	8	9	10	
I. The following section is about resilience and hope :														
1	When I am in a difficult situation, I can usually manage to get through it and move forward.		0	1	2	3	4	5	6	7	8	9	10	
2	I am able to rely on myself more than anyone else.		0	1	2	3	4	5	6	7	8	9	10	
3	I am proud of myself and my accomplishments.		0	1	2	3	4	5	6	7	8	9	10	
4	I believe that I lead a meaningful life with a promising future.		0	1	2	3	4	5	6	7	8	9	10	
5	I have energy and will power to take care of my own responsibilities.		0	1	2	3	4	5	6	7	8	9	10	
6	I believe that I can become the best possible person and parent I can be.		0	1	2	3	4	5	6	7	8	9	10	
7	I believe that I will be able to ensure that my child/children will have a fulfilling life and future.		0	1	2	3	4	5	6	7	8	9	10	

SECTION 2 – ICDP GUIDELINES

Q2. The following section is about Parent-Child interaction:	<i>0 = I never do this / 10 = I always do this very well</i>											Average items for 3 scores
How well do you show positive feelings and love toward your child?	0	1	2	3	4	5	6	7	8	9	10	Emotional Dialogue
How well do you follow and respond to the initiatives of your child?	0	1	2	3	4	5	6	7	8	9	10	
How well do you hold a meaningful dialogue with your child with and without words?	0	1	2	3	4	5	6	7	8	9	10	
How well do you give praise and approval for what your child does?	0	1	2	3	4	5	6	7	8	9	10	
How well do you help share experiences and focus your child's attention with yours?	0	1	2	3	4	5	6	7	8	9	10	Comprehension Dialogue
How well do you help describe and give meaning to your child's experiences and show enthusiasm for your child's experiences?	0	1	2	3	4	5	6	7	8	9	10	
How well do you help to expand and enrich your child's experiences by connecting topics through imagination and logic?	0	1	2	3	4	5	6	7	8	9	10	
How well do you help set boundaries and support your child to plan step-by-step to develop self-control?	0	1	2	3	4	5	6	7	8	9	10	Regulation Dialogue
How well do you support your child with scaffolding (gradual support) to encourage their initiative and competence?	0	1	2	3	4	5	6	7	8	9	10	
How well do you use situations and set routines to guide your child's behavior?	0	1	2	3	4	5	6	7	8	9	10	
How well do you help caregivers positively set consequences to develop responsibility and moral understanding?	0	1	2	3	4	5	6	7	8	9	10	

SECTION 5 - KESSLER

Q5.	These questions concern how you have been feeling over the past 30 days. Pick a box below each question that best represents how you have been. (5KES)				
1	During the last 30 days, about how often did you feel tired out for no good reason?				
	None of the time	A little of the time	Some of the time	Most of the time	All of the time
2	During the last 30 days, about how often did you feel nervous?				
	None of the time	A little of the time	Some of the time	Most of the time	All of the time
3	During the last 30 days, about how often did you feel so nervous that nothing could calm you down?				
	None of the time	A little of the time	Some of the time	Most of the time	All of the time
4	During the last 30 days, about how often did you feel hopeless?				
	None of the time	A little of the time	Some of the time	Most of the time	All of the time
5	During the last 30 days, about how often did you feel restless or fidgety?				
	None of the time	A little of the time	Some of the time	Most of the time	All of the time
6	During the last 30 days, about how often did you feel so restless you could not sit still?				
	None of the time	A little of the time	Some of the time	Most of the time	All of the time
7	During the last 30 days, about how often did you feel depressed?				
	None of the time	A little of the time	Some of the time	Most of the time	All of the time
8	During the last 30 days, about often did you feel everything was an effort?				
	None of the time	A little of the time	Some of the time	Most of the time	All of the time
9	During the last 30 days, about how often did you feel restless?				
	None of the time	A little of the time	Some of the time	Most of the time	All of the time
10	During the last 30 days, about how often did you feel worthless?				
	None of the time	A little of the time	Some of the time	Most of the time	All of the time

Kessler - mean score across the 10 items

SECTION 8 – PARENT-CHILD CONFLICT TACTICS SCORE

Q8. The following is a list of actions - please indicate frequencies for things done both in the <u>past 8 weeks</u> and in the <u>past year</u> .			
0 = This has never happened	1 = Once	2 = Twice	3 = Three to five times
4 = Six to ten times	5 = Eleven to twenty times	6 = More than twenty times	7 = Not in this period, but it has happened before

Descriptive Statistics

eightA8wks Explained why something is wrong	
eightB8wks Put child in time out	
eightC8wks Shaken him?/her	
eightD8wks Hit him?/her on the bottom with something like a belt, hairbrush, a stick or some other hard object	
eightE8wks Gave him?/her something else to do instead of what he?/she is doing wrong	
eightF8wks Shouted, yelled, or screamed at him?/her?	
eightG8wks Hugged the child and said you loved him?/her anyway	
eightH8wks Hit him?/her with a fist or kicked him?/her hard	
eightI8wks Spanked child on the bottom with bare hand	
eightJ8wks Grabbed them around the neck and choked	
eightK8wks Swore or cursed at him?/her	
eightL8wks Beat him up, that is you hit him?/her over and over as hard as you could	
eightM8wks Said you would send him?/her away or kicked them out of the house	
eightN8wks Burned or scalded on purpose	
eightO8wks Threatened to spank or hit him?/her but did not actually do it	
eightP8wks Made him?/her laugh and see how silly bad behavior is	
eightQ8wks Hit him?/her on some other part of the body besides the bottom with something like a belt, hairbrush, a stick or some other hard object	
eightR8wks Slapped him?/her on the hand, arm, or leg	
eightS8wks Took away privileges or grounded him?/her	
eightT8wks Pinched him?/her	
eightU8wks Threatened with a knife or gun?	
eightV8wks Threw or knocked down?	
eightW8wks Called him?/her dumb, lazy, or some other name like that?	
eightX8wks Slapped him?/her on the hand, arm, or leg	
eightY8wks Swore or cursed at him?/her	

eightZ8wks	Had to leave your child home alone even when you thought an adult should be with him?/her	
eightAA8wks	Were so caught up with problems that you were not able to show or tell your child that you loved him?/her	
eightBB8wks	Were not able to make sure your child got the food he?/she needed	
eightCC8wks	Were not able to get your child to a doctor or hospital when he?/she needed it	
eightDD8wks	Were so drunk or high that you had a problem taking care of your child?	

Sum	
Nonviolent	
A	Explained why something is wrong.
B	Put him/her in "time out" (or sent to his/her room)
E	Gave him/her something else to do instead of what he/she was doing wrong.
S	Took away privileges or grounded him/her.
G	Hugged the child and said you loved him/her anyway.
P	Made him laugh and see how silly bad behavior is.

Physical aggression	
F	Shouted, yelled, or screamed at him/her.
K	Swore or cursed at him/her.
M	Said you would send him/her away or kick him/her out of the house.
O	Threatened to spank or hit him/her but did not actually do it.
W	Called him/her dumb or lazy or some other name like that.

Physical Assault	
D	Hit him/her on the bottom with something like a belt, hairbrush, a stick or some other hard object.
I	Spanked him/her on the bottom with your bare hand.
Q	Hit him/her on some other part of the body besides the bottom with something like a belt, hairbrush, a stick or some other hard object.

RECODE	
0	0
1	1
2	2
3	4
4	8
5	15
6	25
7	0

R	Slapped him/her on the hand, arm, or leg.
X	Slapped him/her on the face, head, or ears.

SECTION 9 – STRENGTHS AND DIFFICULTIES QUESTIONNAIRE

Q9.	For each item, please mark the box for either 'Not True,' 'Somewhat True,' or 'Certainly True.' (0-2)
A.	Considerate of other people's feelings
B.	Restless, overactive, cannot stay still for long
C.	Often complains of headaches, stomach aches, or sickness
D.	Shares readily with other children (treats, toys, pencils, etc.)
E.	Often has temper tantrums or hot temper
F.	Rather solitary, tends to play alone
G.	Generally obedient, usually does what adults request
H.	Many worries, often seems worried
I.	Helpful if someone is hurt, upset, or feeling ill
J.	Constantly fidgeting or squirming
K.	Has at least one good friend
L.	Often fights with other children or bullies them
M.	Often unhappy, down-hearted, or tearful
N.	Generally liked by other children
O.	Easily distracted, concentration wanders
P.	Nervous or clingy in new situations, easily loses confidence
Q.	Kind to younger children
R.	Often lies or cheats
S.	Picked on or bullied by other children
T.	Often volunteers to help others (parents, teachers, other children)
U.	Thinks things out before acting
V.	Steals from home, school or elsewhere
W.	Gets on better with adults than with other children
X.	Many fears, easily scared
Y.	Sees tasks through to the end, good attention span

Emotional	
C	Often complains of headaches, stomach aches, or sickness
H	Many worries, often seems worried
M	Often unhappy, down-hearted, or tearful
P	Nervous or clingy in new situations, easily loses confidence
X	Many fears, easily scared

Conduct	
E	Often has temper tantrums or hot temper
G	Generally obedient, usually does what adults request
L	Often fights with other children or bullies them
R	Often lies or cheats
V	Steals from home, school or elsewhere

Reverse

Hyperactive	
B	Restless, overactive, cannot stay still for long
J	Constantly fidgeting or squirming
O	Easily distracted, concentration wanders
U	Thinks things out before acting
Y	Sees tasks through to the end, good attention span

Reverse

Reverse

Peer	
F	Rather solitary, tends to play alone
K	Has at least one good friend
N	Generally liked by other children
S	Picked on or bullied by other children
W	Gets on better with adults than with other children

Reverse

Reverse

Prosocial	
------------------	--

A	Considerate of other people's feelings
D	Shares readily with other children (treats, toys, pencils, etc.)
I	Helpful if someone is hurt, upset, or feeling ill
Q	Kind to younger children
T	Often volunteers to help others (parents, teachers, other children)

SECTION 10 – COPING

Q10.	<i>Please complete for Children Ages 3 and older. (Optional younger children).</i>				
	General Coping				
		No	Yes, minor difficultie s	Yes, definite difficultie s	Yes, severe difficultie s
A.	Overall, do you think that your child has difficulties in one or more of the following areas: emotions, concentration, behavior or being able to get along with other people?	1	2	3	4