




### SPR 18th Annual Meeting

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ID# 65

Location: Mt. Elbert (Atrium Tower/2nd Floor)

Time of Presentation: Jun 02 1:15 PM - 2:45 PM

Category/Theme: Effectiveness Trials

#### **Promoting Parenting Practices and Preventing Aggression among Black Pre-K Students in Elementary Schools in Underserved Communities**

L. M. Brotman<sup>1</sup>; S. Dawson-McClure<sup>1</sup>; E. J. Calzada<sup>1</sup>; D. Kamboukos<sup>1</sup>; K. Huang<sup>1</sup>; F. Acra<sup>1</sup>

1. Child and Adolescent Psychiatry NYU School of Medicine, New York University, New York, NY, United States.

Widely available and easily accessible empirically-supported parenting interventions for young children could have an enormous public health impact given that approximately half of children with significant behavior problems at school entry are expected to show more serious behavioral and academic difficulties throughout elementary school and into adolescence. A large body of developmental research suggests that interventions that successfully alter trajectories of behavior problems in school settings may result in reduced disparities across a range of important educational and mental health outcomes. This paper will present key parent and child outcomes and moderators of intervention effects from a school randomized controlled trial (RCT) of ParentCorps (PC), a universal family and school intervention for Pre-K students from disadvantaged, urban neighborhoods.

Participants: Four cohorts of Pre-K students and their families (N = 1052) were enrolled in the PC RCT (Pre-K classes of 2005-2008). Children were 4.3 years old (SD = .29); 51% were boys and 91% were Black. Participants include 74% of the Pre-K population.

Intervention: PC aims to improve parent and teacher behavior management practices and parent-teacher communication in Pre-K in order to prevent child aggression in KG. PC includes a 13-session group series for parents and Pre-K students delivered by university mental health professionals, teachers and other school-based staff. Intervention also includes professional development and individual consultation for Pre-K and KG teachers.

Control Condition: Education-as-usual.

Assessment Timeline and Analytic Approach: Children were assessed at 4 time points (parents at 3 time points) from Pre-K to KG. Analyses of all outcomes accounted for the nested structure of the data using appropriate models for clustered and correlated data.

For the total sample, significant intervention effects were maintained over one year on parenting practices and teacher ratings of parent involvement (effect sizes ranged from .32 to .53). For parents of the high-aggression children, effects sizes ranged from .36 to .68. We found significant intervention effects on the trajectories of aggression (as reported by teachers) from Pre-K to KG ( $d = .34$ ,  $p < .01$ ). Intervention effects were moderated by baseline (Pre-K) aggression and school readiness, such that children at highest risk for problems benefited the most ( $d = .80$ ,  $p < .05$  for the high-aggression group and  $d = .63$ ,  $p < .001$  for the low school readiness group).

Findings will be discussed in terms of maximizing the public health impact of parenting interventions for ethnic minority children from underserved, urban communities.