

Changing Children's Worlds Foundation: ICDP-USA 2015

Executive Summary 5 March 2016

ICDP-USA expanded our scope and work in 2015. CCWF partners with local professionals and community leaders to offer psycho-social ICDP programming to target audiences of parents/caregivers of children 0-13 years old/pre-teens in parallel with a complementary ICDP-USA Children's Program (which caregivers and parents implement directly with children).

The ICDP-USA program is being used in Kane and Cook Counties with partners such as Public Schools, Early Childhood Centers, Mental Health Agencies, County Jails, Public Health Departments, Community Family & Children's Organizations and Faith Communities. In early 2016, we will train a team of psychologists at the Chicago Child Advocacy Center's FAMILY HOPE CENTER, working with physically and sexually abused children and their families.

Capacity development begins with the training of community professionals and leaders to become resources within their communities. They, in turn, facilitate weekly sessions with parents and other caregivers during 9 to 20-week long community-based, "peer-facilitated" Learning Group projects. While the program is valuable to all parents, it has also been implemented successfully with targeted groups of single parents, teen parents, parents of children with special needs, immigrant parents, incarcerated parents, etc.

The July 2014-June 2105 International Child/Parent Development Program (ICDP-USA) Evaluation, funded by the Pritzker Early Childhood Foundation yielded important evidence of the growing effectiveness of ICDP-USA throughout Chicago/Cook County and Kane County, Illinois. These results include the programs Pritzker Foundation funded as well as several others - spanning from Cook County: Carpentersville, Cicero, Englewood, Rogers Park to Geneva/St. Charles (Kane County).

RESULTS-2014-2015

CCWF partnered with local professionals and community leaders in the Chicago area to offer 12-16 sessions of ICDP to parents/caregivers of children 0-13 years old, with a complementary program for their children. Participating agencies included Children's Home & Aid Society, Chicago Public Schools, and mental health services such as SGA Youth & Family Services and Tri-City Families in communities ranging from Geneva, St. Charles and Aurora to Rogers Park, Englewood, Cicero and Humboldt Park. A total of 93 parents and caregivers

participated in ICDP Fall 2014-Spring 2015, with 69 completing all post assessments. Approximately half of participants fell within the range of \$20,000 or below in annual individual earnings.

Parents completed a battery of pre and post assessments, measuring various related factors including parent self- efficacy, mental stress, quality of life, health, perceptions and observations of the child of focus, and exposure to violence. Weekly surveys were completed at the end of each session. Parent perception of their application of the ICDP Guidelines was also measured by ICDP guidelines questions. They additionally participated in focus groups. Quantitative data were then analyzed using descriptive statistics, t-tests, and univariate analysis of variance. Qualitative data was analyzed using content analysis.

KEY FINDINGS AND CONCLUSIONS

Evidence suggests that ICDP is connected to positive outcomes for parents, including significant increases in confidence and efficacy, mental health, and health and wellbeing. Through social/emotional learning that is empathy-based, parents and caregivers grew in their ability to have improved emotional, comprehension (cognitive functioning or meaning-making) and regulative (self-control/positive discipline) dialogues with their children: 1) Emotional dialogues include behaviors such as showing love and following a child' lead; 2) Comprehension dialogues involve things like helping a child to focus attention and broadening a child's understanding about thoughts and experiences shared; 3) Regulation dialogues include parents' implementation of boundaries and scaffolding or step-by-step support to encourage their children's initiative.

Statistically significant increases were also found in parent perceptions of their application of the ICDP guidelines. Based on the findings, ICDP outcomes demonstrate positive effects on parents' sense of self, and their reported parenting skills and relationships.

The evidence is clear, the ICDP-USA program has helped parents from diverse communities throughout Chicago to gain confidence, a positive sense of self, as well as a more positive image of their children. With new motivation, caregivers have worked to develop and apply stronger empathy-based parenting skills, improving their adult-child interactions and family relationships. The ICDP-International cycle observed that ICDP-USA is aligned with what is typically found in other international program results: (1) more effective/positive parenting practices, (2) reduced child conduct difficulties and (3) reduced parental depression (Skar, von Tetzchner, Clucas & Sherr, 2014). Additional results that

we have found include more joy in family relationships, leading to children having a greater chance to thrive and succeed academically and socially.

Evidence of ICDP-USA outcomes demonstrate that this program carries the unique and critical potential of enhancing and equalizing parenting skills for parents who need help and therefore, of changing children's worlds for the future.

Lessons Learned

Throughout our process, we learned various lessons that we should apply to change our process or build on the strengths. The most important was to keep and build on the use of multiple learning strategies in the sessions. ICDP begins with audiovisual and demonstration, but achieves the highest level of peer facilitated learning given the use of discussion, leadership, practice, and application by parents with their children. Parents consistently reported learning from one another in the ICDP community-based, peer-facilitated learning groups.

Further, optimizing learning and group cohesion requires strong, empathetic Facilitators or Co-Facilitators who can support the ICDP Facilitator "sensitization" techniques with their caregiver learning groups.

It was helpful to have focus groups before the first and after the final sessions, to hear what parents/caregivers wanted from the program in order to ensure their issues were addressed, as well as afterward, as the group came together to reflect on the impact of the program on themselves, their children and families. This was often inspiring to the group, and helped motivate them to plan on how they would continue to grow and implement the ICDP guidelines and practices they had learned.

PRODUCTS

ICDP-USA has established Facilitator Resources including 1) Facilitator Manual, 2) Evaluation/Resource Toolkit; 3) Photo Toolkit and 4) Electronic Resources via DropBox. Caregivers receive Book Sets (English or Spanish): Caregiver Handbook and Children's Booklet.

CCWF continues to provide 100-Book Libraries to partners to give to parents as incentives for their group attendance, with the goal of helping parents to create traditions of book-reading time with their children. This helps families narrow the vocabulary gap (30-million word gap) which negatively impacts the future learning potential of many low-income children, and increases positive parent-child interaction and development at home. These books are possible through generous donations by publisher sponsor Houghton Mifflin Harcourt Corp.

Workshop 1 Facilitator Training Workshop - Coles Language Academy, Chicago, Illinois (December 2015)



Kane County Adult Justice Center Project, St. Charles, IL (December 2015)

Kane County Sheriff Office Representatives (from left to right): James C. Lewis, Sheriff
Donald E. Kramer, Bill Woods



Parent/Caregiver Learning Group - Heritage Elementary School, Streamwood, Illinois
(November 2015)



ICDP Educational Materials

