Essentials for Parenting Toddlers and Preschoolers: A Web-Based Positive Parenting Resource to Prevent Child Maltreatment

Beverly L. Fortson, Ph.D.
Behavioral Scientist, Research and Evaluation Branch
Colby (Moseley) Lokey, M.S.
Health Scientist, Research and Evaluation Branch

Missing and Exploited Children's Program
Webinar Series
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Overview

- ❑ **CDC's work in child maltreatment prevention**

- ❑ **Essentials for Childhood framework**

- ❑ **Essentials for Parenting Toddlers and Preschoolers**

  - ▪ **Audience segmentation & formative research**

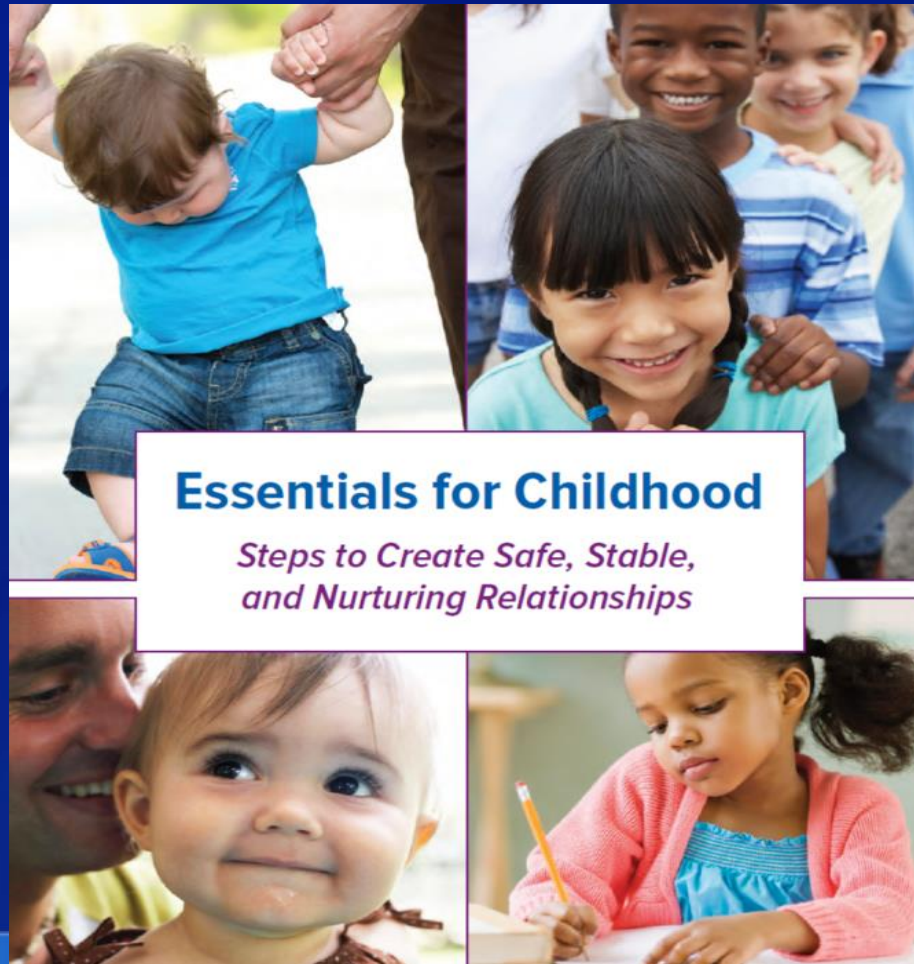 - ▪ **Development of materials**

Why is CDC Involved in CM Prevention?

- ❑ **Magnitude of the problem**
- ❑ **Significant public health burden**
- ❑ **Cost**

CDC's Strategic Direction for CM Prevention

❑ **Goal: decrease CM at the population level**

Essentials for Childhood: Assuring Safe, Stable, Nurturing Relationships & Environments for All Children

❑ **Vision for all children**

❑ **Framework**

  ▪ **Proposes goals and strategies that communities can consider to promote safe, stable, nurturing relationships and environments**

  ▪ **Four goal areas:**

    • **Raise Awareness and Commitment**

    • **Use Data to Inform Action**

    • **Create the Context for Healthy Children and Families through Norms Change and Programs**

    • **Create the Context for Healthy Children and Families through Policies**

www.cdc.gov/violenceprevention/childmaltreatment/essentials

Audience segmentation

ESSENTIALS FOR PARENTING TODDLERS AND PRESCHOOLERS

Parenting Problems/Challenges

- Parents of children 18 months to 3 years reported:
    - Frustration/aggravation with child's behavior
    - Use of harsh disciplinary practices (e.g., yelling and spanking)
    - Set routines (e.g., meals, naps, and bedtimes) least common among single parents and lower income families
- Parents are often "on their own" when it comes to parenting.

Young, Davis, & Schoen (1996); Zepeda, Varela, & Morales. (2004)

Parenting Problems/Challenges

- ❑ **Parenting websites are most often visited by first time mothers & those <35 years of age.**

- ❑ **Approximately 70% of parents with a child under the age of 18 use the Internet, most often to look for health or medical information.**

- ❑ **Women are twice as likely as men to seek online health information for their children.**

Allen & Rainie (2002); Bernhardt & Felter (2004); Plantin & Daneback (2009)

Parenting Problems/Challenges

❑ **Academic/non-commercial websites with information on health & parenting → viewed as less attractive & harder to use**

  ▪ **Commercial information websites often visited for information (e.g., BabyCenter.com, ParentsPlace.com, & WebMD.com).**

Bernhardt & Felter (2004)

Parenting Programs

❑ **Parenting programs**
- ▪ **Universal prevention programs for CM**
  - • **Triple P**
- ▪ **Selected/indicated programs**
  - • **Behavioral parent training programs**
- ▪ **Expensive & difficult to disseminate on a universal level**

Chaffin, Funderburk, Bard, Valle, & Gurwitch (2011); Chaffin, Silovsky, Funderburk, Valle, Breston, Balachova, et al. (2004); Letarte, Mormandeau, & Allard (2010); Prinz , Sanders, Shapiro, Whitaker, & Lutzker (2009)

Universal CM Prevention

❑ **Where do you begin?**

- **Attitudes, beliefs about parenting, and parenting behavior, in general, vary greatly among the population of parents.**
  - **Health messages that appeal to all parents difficult to develop.**
  - **If a "universal" message was attempted, would likely only reach a small segment of the population.**
- **Focus on smaller groups of parents who think and behave alike → called audience segmentation**
  - **Systematic way of dividing a large potential audience into smaller more homogenous groups**

Audience Segmentation to Prevent CM

❑ **Step 1**
- ▪ **Learn more about**
  - • **Parents' interest in obtaining information about parenting**
  - • **Where parents look for parenting information**
  - • **What sources of parenting information parents trust**
  - • **Child-related developmental issues and parenting topics parents consider most valuable**

Audience Segmentation to Prevent CM

- ❏ **Step 2**
  - ▪ **Divide parents into segments or groups**
    - • **Members of the segment should be more similar to each other than they are to the larger audience of parents.**
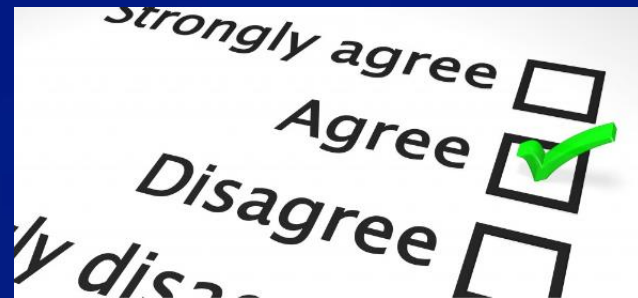- ❏ **Step 3**
  - ▪ **Develop audience profiles for the selected segments**
    - • **Profile gives more depth to each audience by recommending specific ways of communicating with the targeted audience.**

Audience Segmentation to Prevent CM

❏ **Step 1**

  ▪ **Collected parenting information from two sources:**

    • **Porter Novelli's HealthStyles™ survey**

    • **Focus groups**

Do You Actively Seek Out Parenting Information?

Yes	54.9%
No	45.1%

What Format Do You Prefer For Receiving Parenting Information?

Magazines/Newspapers	**43.4%**
Videos/DVDs	**38.2%**
Internet/Web-based	**33.4%**

How Interested Are You in the Following Topics?

How to talk and communicate with my child	87.7%
How to build a good relationship with my child	87.0%
How to set good rules and expectations for my child	83.9%
How to increase my child's good behavior	82.3%
How to decrease my child's bad behavior	76.1%

For Which Age Group Do Parents Need the Most Information?

All age groups (0-17)	**41.4%**
Adolescence (13-17)	**14.7%**
Toddlers (2-4)	**14.5%**

How Do You Feel About Trying New Parenting Techniques?

I am open to learning information about new parenting techniques.	64.6%
I am confident in my ability to learn about new parenting techniques.	52.7%
I do not need to change my parenting techniques.	29.2%

Who Do You Trust as Reliable Sources of Parenting Information?

|	
Parents/Friends	**53.4%**
Medical Professional (e.g., physician or psychiatrist)	**43.8%**
Medical Organization (American Academy of Pediatrics)	**32.0%**
Religious Leader	**22.2%**

Focus Groups

- ❑ **12 in-person focus groups in NY & LA; 76 parents total**
  - ▪ **Optimal platform for a universal parenting program → website with a variety of content (topical) areas and media strategies**
    - • **Interactive learning tools**
    - • **Video and audio multimedia**
    - • **Social media**

Focus Groups

❑ **Prefer to search for information by problem area (e.g., tantrum in public) rather than by general parenting strategies (e.g., using consequences).**

❑ **Most common Internet sources for parenting information ➔ www.google.com, www.webmd.com, www.pampers.com, www.youtube.com**

❑ **Want to get answers to questions quickly**
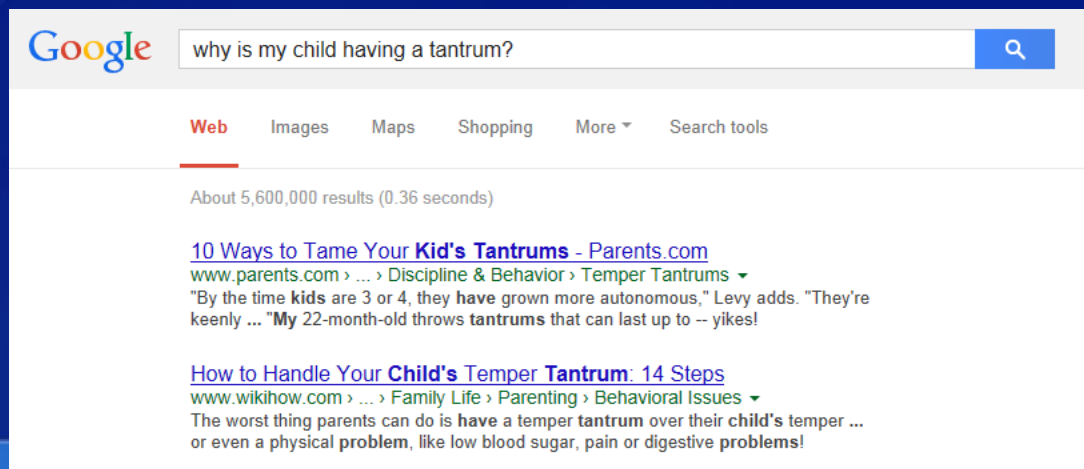
Focus Groups

- **Real experts (e.g., pediatricians, child development experts) should provide information.**
  - **Credible sources were viewed as important as the information itself.**
- **Most reliable and trustworthy sources for parenting information → other people with children (family and non-family members), pediatricians, and teachers**
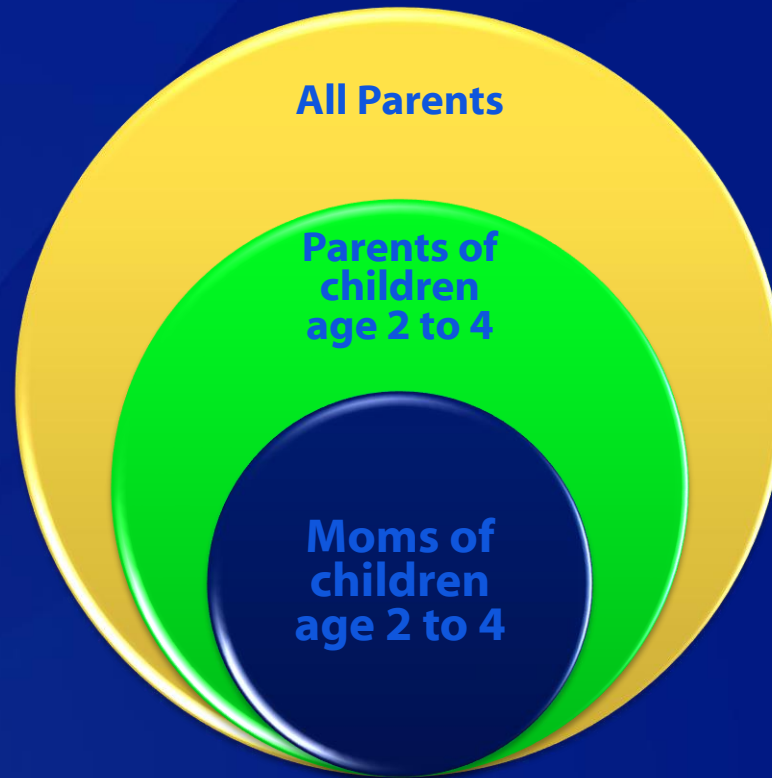
Focus Groups

- CDC not viewed as a source for parenting information.
- A logo, like CDC's logo, assures credibility so it (or another trusted logo) should be prominently displayed.

Audience Segmentation to Prevent CM

- ❑ **Step 2**
  - ▪ **Divide parents into segments or groups**

All Parents

Parents of children age 2 to 4

Moms of children age 2 to 4

Audience Segmentation to Prevent CM

❑ **Step 3**

   ▪ **Develop audience profiles**

Audience Snapshot: First-Time Moms

First-Time Moms are women who have one child at home between the ages of 2 and 4. Many First-Time Moms say they are open and confident about learning new parenting techniques and are ready to make some changes. In fact, more than 50% say they enjoy learning new parenting techniques. First-Time Moms are often overwhelmed by their experiences and need a lot of support from family and friends.

Meet Jessica: A "First-Time Mom"

Occupation: Teacher
Age: 28
Married; one son, age 4

[Photo]

- Jessica, like other First-Time Moms with toddlers…
  - Believes she needs to know about health issues so she can help keep her family safe.[3]
  - Is open to and enjoys learning new parenting skills.[1]
  - Has the confidence, time, financial resources and family support to learn new parenting techniques.[1]
  - Completed a few years of college.[1]
  - Is somewhat more likely than other moms of toddlers to visit Internet social networking sites, to play online games, and shop online.[3]
  - Regularly enjoys eating out, listening to music, reading and shopping.[3]
  - Has both cell and landline phones and has high speed Internet access.[3]
  - Uses the Internet often for reading and writing e-mail and shopping.[3]
  - Regularly shops at Wal-Mart and Target.[3]

Positive Parenting Benefits to First-Time Moms
First-Time Moms…
- Are likely to feel socially isolated. Participation in a Positive Parenting community may help some First-Time Moms to feel more connected.[2]
- Want to know more about how to set rules and expectations for their children and how to increase their child's good behaviors while decreasing bad behaviors.[1]
- Want to avoid the stress of parent-child conflicts and see value in building good relationships and good communication with their children.[2]
- Take pride in being viewed as successful moms and like to receive praise from others for doing a good job raising their children.[2]
- Want to be confident their children will be well-behaved in public and may see better parenting skills as a way to be in control, reduce embarrassing behavior, and help their child interact socially.[2]

Development of the resources

ESSENTIALS FOR PARENTING TODDLERS AND PRESCHOOLERS

Rationale for Essentials for Parenting Toddlers and Preschoolers

- ❑ **Based upon best available science**

- ❑ **Can be used at no cost**

- ❑ **Capable of reaching broad audiences**

- ❑ **Based on types of information parents seek and where/how they seek parenting information**

Greta M. Massetti, PhD
CHILD CLINICAL PSYCHOLOGIST

Web-based Platform

❑ **Being developed for parents with children between the ages of 2 and 4.**

❑ **Will be hosted by CDC**

CDC Home

CDC Centers for Disease Control and Prevention
CDC 24/7: Saving Lives. Protecting People.™

❑ **Includes a variety of content, including:**

- ▪ **Written content (short "articles" focusing on parenting skills and tips)**

- ▪ **Videos (parents demonstrate techniques and experts in the field provide tips)**

- ▪ **Interactive activities (e.g., skill-building scenarios, video-based scenarios)**

Content

- **Skill building, active learning approach**
  - **Rationale and benefits for each skill are outlined**
  - **Steps on how to use the skills are included, where appropriate**

Content

- **Five Topic Areas:**
  - **Communicating with Your Child**
  - **Giving Directions**
  - **Creating Structure**
  - **Using Discipline and Consequences**
  - **Using Time-Out**

Activities

- **Variety of interactive activities**
  - **Scenarios (Q & A format)**
  - **Picture scenarios (interactive photographs accompanying questions)**
  - **Video-based (Q & A format)**

Scenario Q&A Activity Example

You send your child to time-out for hitting her sister. She keeps getting up and comes back with a toy.

Time_Out_1v4

00:08

WHAT WOULD YOU DO?

A You raise your voice and yell at her to stop getting up and to put down the toy.

B After taking her back to her chair a couple of times and taking away her toy, you just give up. You can't make her take a time-out if she won't stay in the chair.

C You take away her toy. Calmly tell her she will lose a privilege like watching TV or going to the playground if she gets up again.

You send your child to time-out for hitting her sister. She keeps getting up and comes back with a toy.

WHAT WOULD YOU DO?

A You raise your voice and yell at her to stop getting up and to put down the toy.

> Staying calm can be hard. When you yell, you teach your child yelling is how to solve a problem. Try a different choice.

B After taking her back to her chair a couple of times and taking away her toy, you just give up. You can't make her take a time-out if she won't stay in the chair.

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C You take away her toy. Calmly tell her she will lose a privilege like watching TV or going to the playground if she gets up again.

This is a good choice! Make sure you follow through with taking away the privilege if she doesn't stay in time-out.
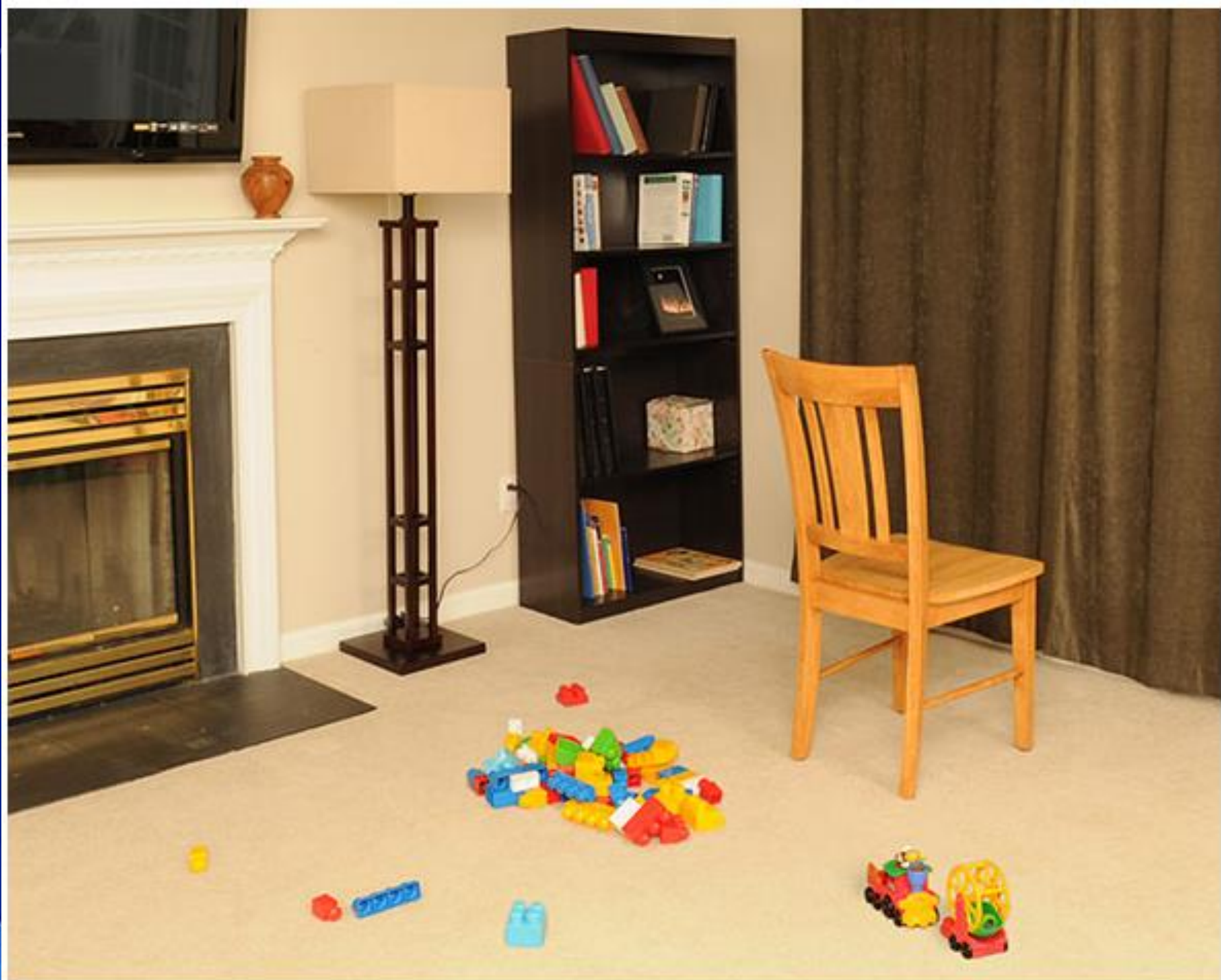
Picture Scenario Activity Example

Your child may be tempted to climb on shelves or grab things off them. Keep the time-out chair away from shelves or other furniture.

Most kids enjoy watching TV. Make sure you turn off or unplug the TV in your time-out space.

Videos

- ❑ **Video and vignette for all 5 topics**
- ❑ **Incorporate humor**
  - ▪ **Designed to engage, educate, and motivate the audience**
  - ▪ **Increase interest in videos**
- ❑ **Feature subject matter experts, parents and children**

Videos

❑ **Links:**

- **Promotional Video**
  - http://youtu.be/1_FBqnyLjno
- **Communicating with Your Child: Play Time:**
  - http://youtu.be/ZG3WIwi5y6k
- **Communicating with Your Child:**
  - http://youtu.be/mEqaNDwaKfk
- **Creating Structure and Rules for Your Child: Charts & Graphs:**
  - http://youtu.be/98c9MWER080
- **Creating Structure and Rules for Your Child:**
  - http://youtu.be/JPEm7khwoKk

Videos

❑ **Links:**

▪ **Giving Directions to Your Child: You Know What I Mean?:**

• **http://youtu.be/jyo2m6cEitg**

▪ **Giving Directions to Your Child:**

• **http://youtu.be/zUSosdCjefo**

▪ **Using Discipline and Consequences: Sippy Cup:**

• **http://youtu.be/7BW_JamMZho**

▪ **Using Discipline and Consequences:**

• **http://youtu.be/bsCMWwyaWTk**

▪ **Using Time-Out: She Knows:**

• **http://youtu.be/0VfjtaN2NUc**

▪ **Using Time-Out:**

• **http://youtu.be/teJ1cO4769U**

Future Activities

- Site is scheduled to "go live" May 19, 2014
  - Plans for launch-related activities currently under way.
- Pilot evaluation of efficacy and feasibility to begin Fall 2014.

Summary

- ❑ CDC's goal is to prevent all forms of violence.
- ❑ Prevention of CM is guided by the *Essentials for Childhood*.
  - ▪ Promoting safe, stable, nurturing relationships & environments for all children.
- ❑ Prevention of CM can have effects on the prevention of other types of violence.

THANK YOU!

Questions or Comments:

dvpinquiries@cdc.gov

THE REWARDS
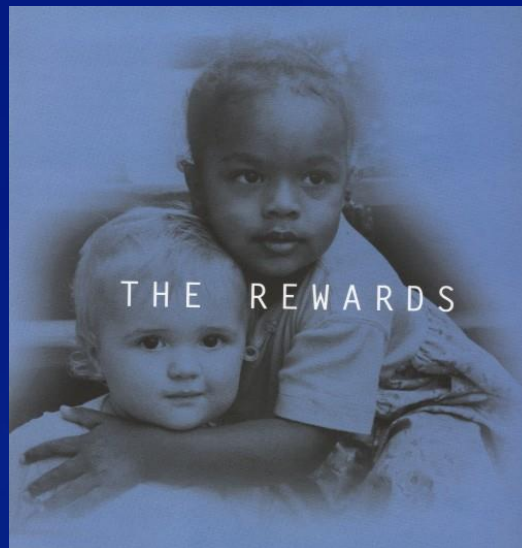
The findings and conclusions in this report are those of the authors and do not necessarily represent the official position of the Centers for Disease Control and Prevention.

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