

PARENT EDUCATION NETWORK

EmPACT Program Report of Parents and Youth Outcomes

Prepared by:

Gary Bess Associates

This reports presents outcome data for parents and siblings (youth) ages eight (8) to 14 receiving Parent Education Network's (PEN) EmPACT program services. All parents and youth entered the program during calendar year 2003; January 1, 2003 to December 31, 2003. Fifteen (15) parents and 23 youth concurrently participating in the program, and completing assessments on at least two separate occasions – i.e., point-of-entry and at some point during participation, or at the end of participation – provided the basis for the analysis. For this report, outcome data are presented separately for parents and for youth to assess outcomes within each group, and also together to assess outcomes between groups.

Parents

Descriptive Profile of Parents¹

	N²	Minimum	Maximum	Mean³
<i>Age of Parents</i>	16	26	53	37.47
<i>Number of Siblings for Each Parent</i>	16	1	3	1.60

¹ All but one (1) of the parents was female.

² N = total number

³ Mean = an arithmetic average of the sum of all respondent scores divided by the number respondents.

Outcomes for parents in the EmPACT program were based on scores attained on a standardized instrument – the Adult-Adolescent Parenting Inventory instrument (AAPI) – completed by parents at point-of-entry into EmPACT and at some point during participation, or upon completion of the program. Five parenting constructs comprise the AAPI. They are (a) appropriate expectations of children, (b) empathetically aware of children’s needs, (c) belief in the value of corporal punishment, (d) family role clarity, and (e) degree of children’s power and independence.

The respondents’ aggregate *sten scores* (based on a 10-point scale) are compared with non-abusive adult profiles. Low *sten* scores (1 to 4) generally indicate a high risk for practicing abusive parenting behaviors. High *sten* scores (7 to 10) suggest parenting attitudes that reflect a nurturing, non-abusive parenting philosophy. Mid-range *sten* scores (4 to 7) represent the parenting attitudes of the general population. A determination of risk is developed based on the percentage of expectant mothers who achieved a low score; the lower the score, the less nurturing and the greater the risk of abuse or neglect. A score of four (4) is the *bridge* between low *sten* scores and mid range *sten* scores. Thus any *sten* score of four or less should be considered as being low in interpreting reported parenting attitudes and behaviors.

The table below shows *sten* mean scores at point-of-entry and at the time of the most recently completed AAPI, and the anticipated direction of change in *sten* mean scores compared with the actual direction of change in *sten* mean scores.

Analysis: *Sten* mean scores increased in four (4) of the five (5) domains, with the domain of *Children’s Power and Independence* *sten* mean scores slightly decreasing between points-in-time.

Parenting Construct	N	AAPI <i>Sten</i> Mean Point-of-Entry	AAPI <i>Sten</i> Mean Most Recently Completed	Anticipated Direction of Change in <i>Sten</i> Mean Scores / Actual Direction of Change in <i>Sten</i> Mean Scores
Appropriate Expectations	15	5.27	5.73	+ / +
Empathy	15	5.07	6.20	+ / +
Coporal Punishment	15	6.13	6.47	+ / +
Family Role Clarity	15	5.53	6.27	+ / +
Children’s Power and Independence	15	6.00	5.73	+ / -

The direction of change in *sten* mean scores from point-of-entry to the most recently completed AAPI is presented below. The total number (*n*) of parents and percentage (%) of the total number of parents are reported for the directions of *increased*, *decreased*, and *no change*.

Analysis: In four (4) of the five (5) domains, the direction of change that occurred most frequently was in the *increased* direction. In the domain of *Empathy* alone, 60.0 percent of the parents had increased *sten* mean scores between points-in-time.

Parenting Construct	<i>N</i>	Increased <i>n</i> / %	Decreased <i>n</i> / %	No Change <i>n</i> / %
Appropriate Expectations	15	7 / 46.7%	2 / 13.3%	6 / 40.0%
Empathy	15	9 / 60.0%	4 / 26.7%	2 / 13.3%
Coporal Punishment	15	6 / 40.0%	4 / 26.7%	5 / 33.3%
Family Role Clarity	15	7 / 46.7%	4 / 26.7%	4 / 26.7%
Children's Power and Independence	15	4 / 26.7%	4 / 26.7%	7 / 46.7%

The the number and percentage of *sten* scores within the one (1) to four (4) range – i.e., low *sten* scores indicating increased risk for practicing abusive parenting behaviors – for each point-in-time are reported in the table below. Interpretation of scores within the one (1) to four (4) range are additionally presented for each domain.

Analysis: The frequency of *sten* scores within the one (1) to four (4) range decreased in four (4) of the five (5) domains; the exception being in the domain of *Empathy*.

Parenting Construct	N	Sten Scores ≤ 4 Point-of-Entry <i>n</i> / %	Sten Scores ≤ 4 Most Recently Completed <i>n</i> / %	Sten Scores ≤ 4 Interpretation
Appropriate Expectations	15	5 / 33.3%	3 / 20.0%	Expectations exceed developmental capabilities of children; Lacks understanding of normal child growth and development; Self-concept as a parent is weak and easily threatened; Tends to be demanding and controlling.
Empathy	15	3 / 20.0%	4 / 26.7%	Fears spoiling children; Children’s normal developmental needs not understood or valued; Children must act right and be good; Lacks nurturing skills; May be unable to handle parenting stresses.
Corporal Punishment	15	2 / 13.3%	1 / 6.7%	Hitting, spanking, slapping children is appropriate and required; Lacks knowledge of alternatives to corporal punishment; Lacks ability to use alternatives to corporal punishment; Strong disciplinarian, rigid parenting style; Tends to be controlling, authoritarian.
Family Role Clarity	15	4 / 26.7%	3 / 20.0%	Tends to use children to meet self-needs; Children perceived as objects for adult gratification; Tends to treat children as a confidant, peer; Expects children to make life better by providing love, assurance and comfort; Tends to exhibit low self-esteem, poor self-awareness, and poor social life.
Children’s Power and Independence	15	4 / 26.7%	3 / 20.0%	Parents place strong emphasis on obedience; Obedient children do not challenge parental authority and do not express opinions; Difference of opinions is viewed as back talk; Parents often use threats and physical punishment.

Youth

Descriptive Profile of Youth

	N	Minimum	Maximum	Mean
<i>Age of Youth</i>	16	8	14	11.26

Youth outcomes were based on the Youth Rating Scale, which is an assessment of youth *well-being* completed by EmPACT staff based on observations and conversations with youth. EmPACT staff rated youth on the six domains listed below:

- a) Youth's alcohol and drug use
- b) Youth's anti-social behavior
- c) Youth's commitment to school
- d) Parental involvement in youth's life
- e) Youth's basic needs being met (e.g., food, clothing, and shelter)
- f) Cohesion of youth's family

Staff assessments of youth were based on the following ranking scales:

For the domains of *youth's alcohol and drug use* and *youth's anti-social behavior* the ranking scale was:

- 0 = Not a Problem
- 1 = Seldom a Problem
- 2 = Getting Better
- 3 = Problematic
- 4 = Very Problematic

For the domains of *youth's commitment to school, parental involvement in youth's life, youth's anti-social behavior, and cohesion of youth's family* the ranking scale was:

- 1 = Very Problematic
- 2 = Problematic
- 3 = Getting Better
- 4 = Seldom a Problem
- 5 = Not a Problem

The table below reports mean scores for both points-in-time, anticipated direction of change in mean scores compared with the actual direction of change in mean scores, and interpretation of mean differences.

Analysis: Mean scores for each domain moved in the anticipated direction, suggesting improvement youths' well-being.

Domain	N	Mean Point-of-Entry	Mean Most Recently Completed	Anticipated Direction of Change in Mean Scores / Actual Direction of Change in Mean Scores	Interpretation of Mean Differences
Youth's alcohol and drug use	23	1.26	.87	- / -	From the <i>getting better</i> to <i>seldom a problem</i> range to the <i>seldom a problem</i> range
Youth's anti-social behavior	23	2.13	1.61	- / -	From the <i>getting better</i> range to the <i>getting better</i> to <i>seldom a problem</i> range
Youth's commitment to school	23	2.91	3.35	+ / +	From the <i>getting better</i> range to the <i>getting better</i> to <i>seldom a problem</i> range
Parental involvement in youth's life	23	3.70	4.09	+ / +	From the <i>getting better</i> to <i>seldom a problem</i> range to the <i>seldom a problem</i> range
Youth's basic needs being met	22	3.64	4.09	+ / +	From the <i>getting better</i> to <i>seldom a problem</i> range to the <i>seldom a problem</i> range
Cohesion of youth's family	23	3.39	4.17	+ / +	From the <i>getting better</i> to <i>seldom a problem</i> range to the <i>seldom a problem</i> range

The direction of change in mean scores from point-of-entry assessment to the most recently completed assessment are presented below. The total number of youth and percentage of the total number of youth are reported for the directions of *increased well-being*, *decreased well-being* and *no change in well-being*. For the purposes of analysis, scores in the domains of *youth's alcohol and drug use* and *youth's anti-social behavior* that decreased are reversed to increased, since decrease in scores between the points-in-time indicate an increase of well-being.

Analysis: At least 39.1 percent of youth had *increased well-being* scores in each of the six domains, with nearly one-half (47.8%) having *increased well-being* scores in the domains of *youth's anti-social behavior* and *cohesion of youth's family*.

Domain	N	Increased Well-Being n / %	Decreased Well-Being n / %	No Change in Well-Being n / %
Youth's alcohol and drug use	23	8 / 34.8%	2 / 8.7%	13 / 56.5%
Youth's anti-social behavior	23	11 / 47.8%	2 / 8.7%	10 / 43.5%
Youth's commitment to school	23	9 / 39.1%	3 / 13.0%	11 / 47.8%
Parental involvement in youth's life	23	9 / 39.1%	2 / 8.7%	12 / 52.2%
Youth's basic needs being met	22	10 / 45.5%	5 / 22.7%	7 / 31.8%
Cohesion of youth's family	23	11 / 47.8%	4 / 17.4%	8 / 34.8%

The the number and percentage of scores in the *problematic* and *very problematic* range for each point-in-time are reported in the table below.

Analysis: The frequency of *problematic* and *very problematic* scores decreased between points-in-time in each of the domains, from 47.8 percent to 17.4 percent in the domain of *youth's anti-social behavior* alone.

Domain	N	<i>Problematic and Very Problematic Scores</i> Point-of-Entry n / %	<i>Problematic and Very Problematic Scores</i> Most Recently Completed n / %
Youth's alcohol and drug use	23	7 / 30.4%	4 / 17.4%
Youth's anti-social behavior	23	11 / 47.8%	4 / 17.4%
Youth's commitment to school	23	8 / 34.8%	6 / 26.1%
Parental involvement in youth's life	23	5 / 21.7%	2 / 8.7%
Youth's basic needs being met	22	6 / 27.3%	3 / 13.6%
Cohesion of youth's family	23	7 / 30.4%	2 / 8.7%

Association Between Parents and Siblings Variables

This section reports on the strength of the relationships between pairs of selected parent and sibling measures, based on direction of mean scores between points-in-time. Utilizing a bivariate correlational analysis, we are able to assess the degree to which one variable may influence another. For example, do increases in *parental involvement in youth's life* influence the *youth's alcohol and drug use*? If this is probable, the variables will be associated at a statistically significant level of $p < .05^4$.

Correlations range from zero (0) – no correlation – to one (1) – “perfectly” correlated. The closer the correlation is to one (1), the stronger the association. The following matrix provides an overview of the generally accepted ranges for correlations and their strength of association.

Range	Strength of Association
.000 to .200	Very Weak
.200 to .400	Weak
.400 to .700	Moderate
.700 to .900	Strong
.900 to 1.000	Very Strong

Correlations are either positive or negative; the latter does not suggest an adverse finding, but simply that variables are moving in opposite directions. . Using the parent and sibling variable example above, in a positive correlation, as *parental involvement in youth's life* increases, so will the *youth's alcohol and drug use*, which we would hope would not occur. In a negative correlation, as *parental involvement in youth's life* scores increase, *youth's alcohol and drug use* scores decrease.

Example: In a statistically significant negative association (-.488) between increased *parental involvement with their child* and decreased *youth's alcohol and drug use*, we can suggest that there is a *moderate* association between the variation of a *youth's alcohol and drug use* and the quality of *parental involvement in youth's life* (see Figure 1 on the next page).

Figure 1 to Figure 9 presents each parent and sibling relationship that was found to be statistically significant. Each figure is complete with an analysis and graphical representation of the association.

⁴ A p value of less than .05 is generally regarded as the level that researchers/evaluators may assume that differences in mean scores did not happen by chance (with 95% certainty); it resulted from something existing within the population.

Analysis for Figure 1: A statistically significant negative correlation between increased parental involvement in youth's life and decreased youth's alcohol and drug use was found (-.488), suggesting a moderate association between variables.

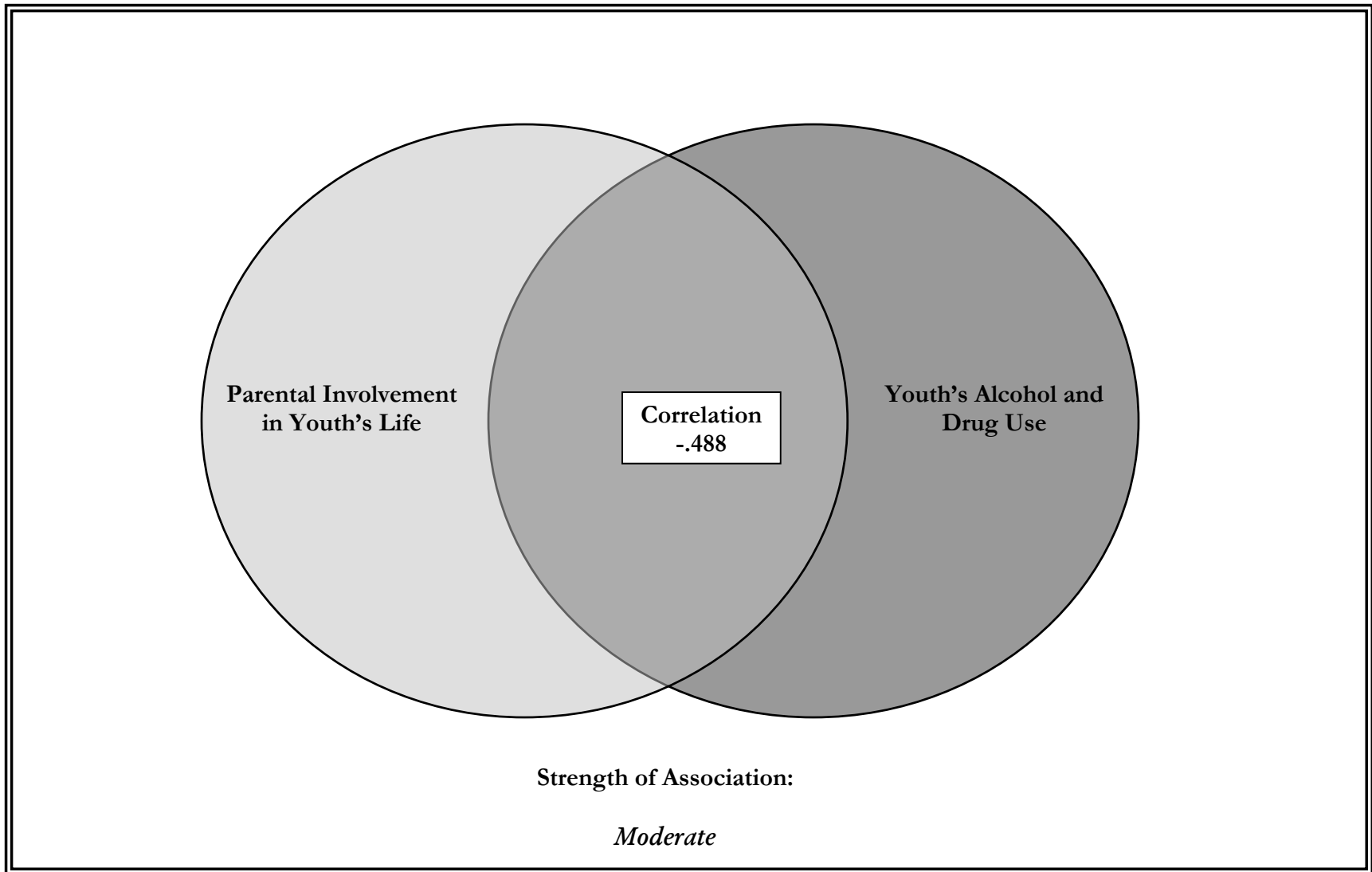


Figure 1: Association Between Variables Parental Involvement in Youth's Life and Youth's Alcohol and Drug Use

*Analysis for Figure 2: A statistically significant negative correlation between increased youth basic needs are being met and decreased youth's alcohol and drug use was found (-.573), suggesting a *moderate* association between variables.*

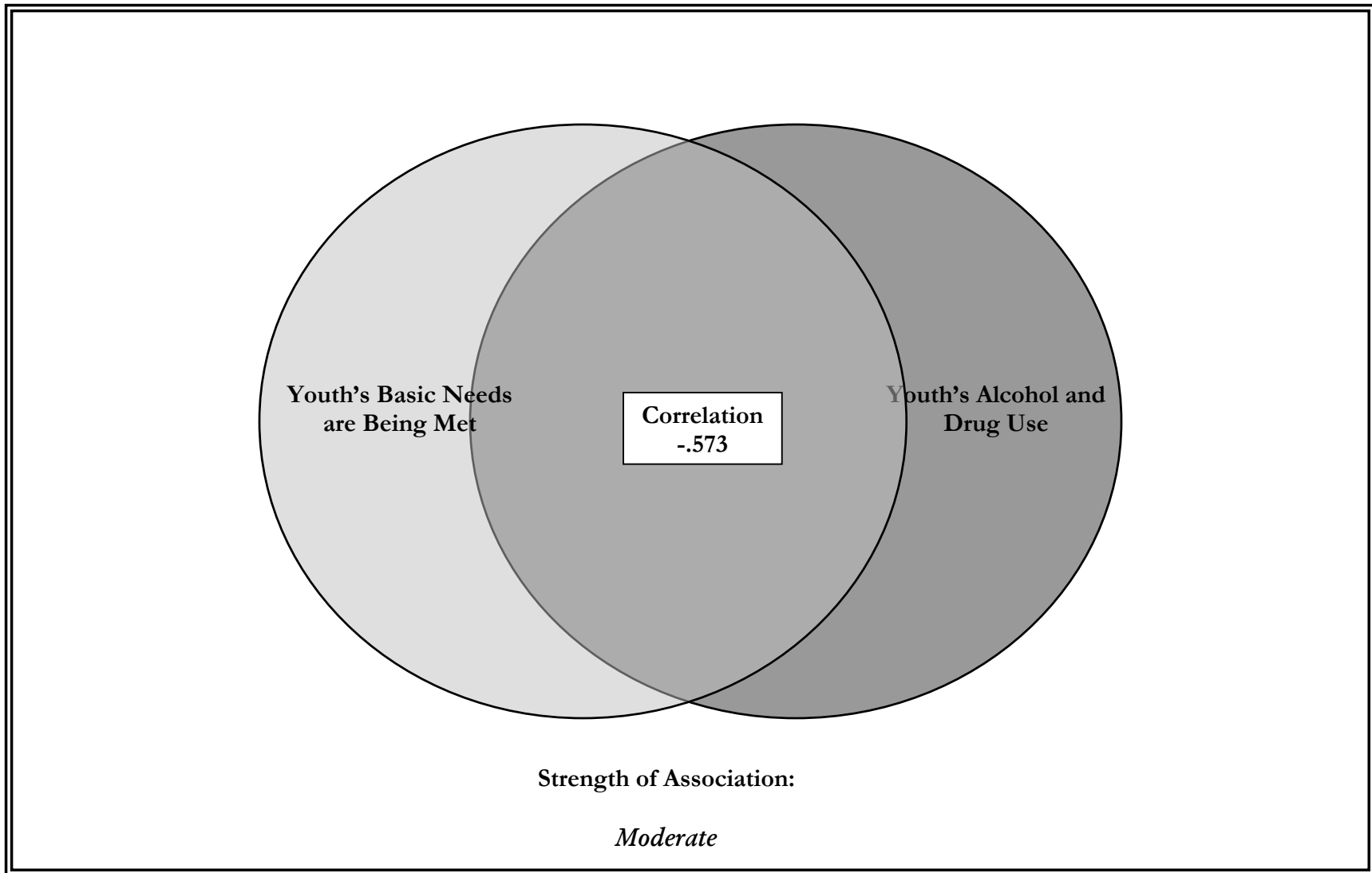


Figure 2: Association Between Variables Youth's Basic Needs are Being Met and Youth's Alcohol and Drug Use

Analysis for Figure 3: A statistically significant negative correlation between increased cohesion of youth's family and decreased youth's alcohol and drug use was found (-.586), suggesting a moderate association between variables.

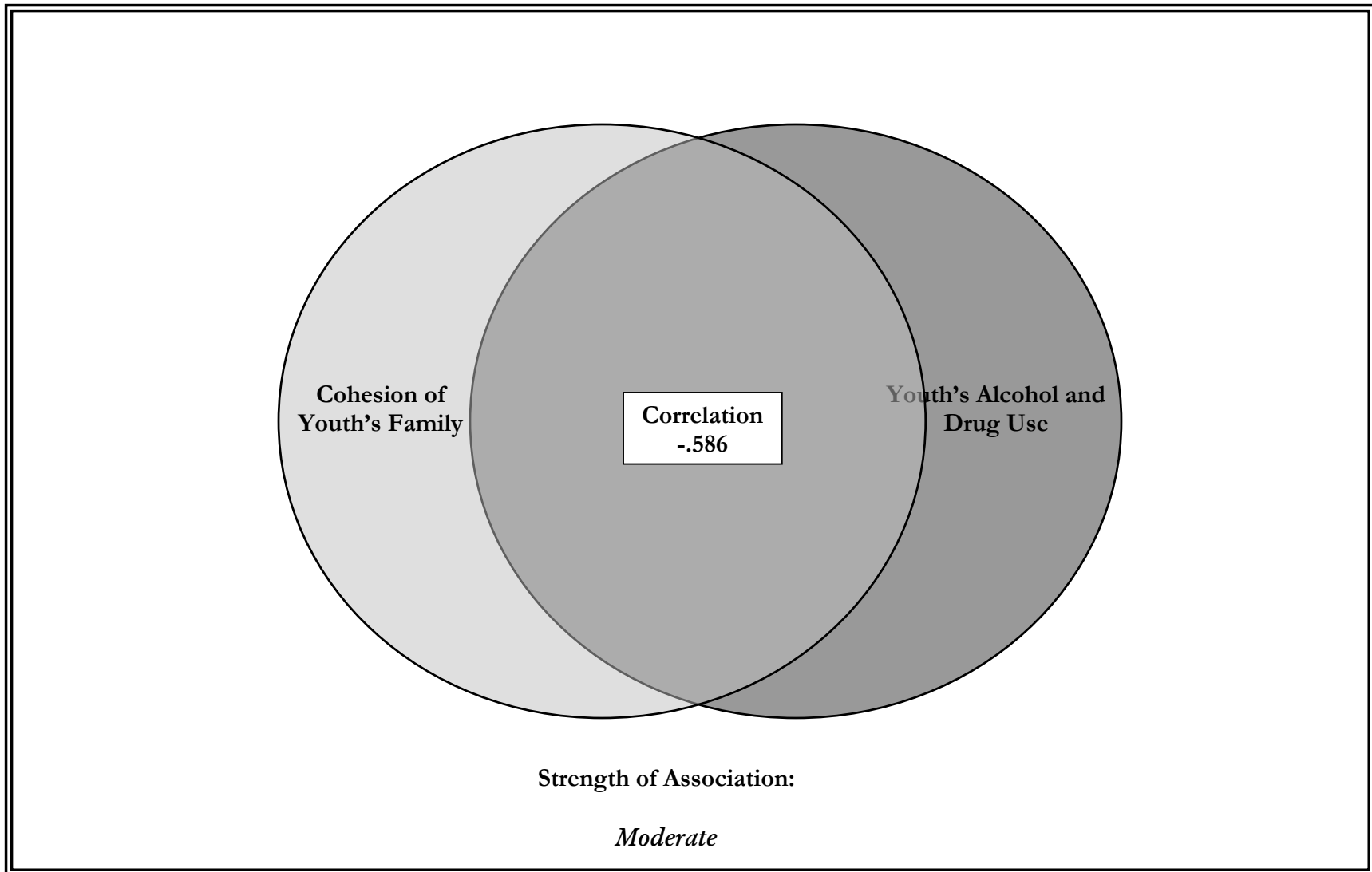


Figure 3: Association Between Variables Cohesion of Youth's Family and Youth's Alcohol and Drug Use

Analysis for Figure 4: A statistically significant negative correlation between increased empathetically aware of children's needs and decreased youth's alcohol and drug use was found (-.510), suggesting a moderate association between variables.

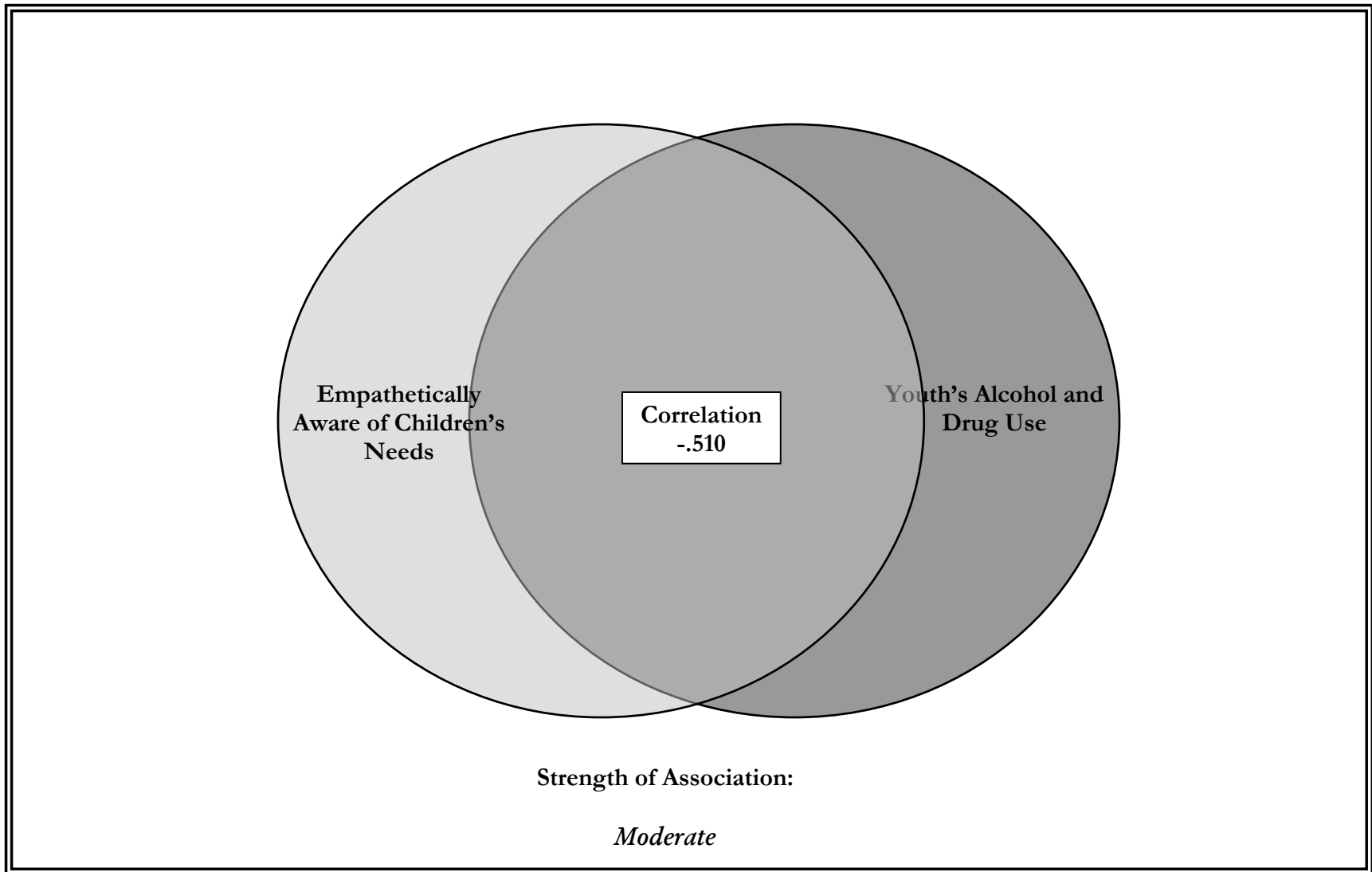


Figure 4: Association Between Variables Empathetically Aware of Children's Needs and Youth's Alcohol and Drug Use

*Analysis for Figure 5: A statistically significant negative correlation between increased parental involvement in youth's life and decreased youth's anti-social behavior was found (-.417), suggesting a *weak to moderate* association between variables.*

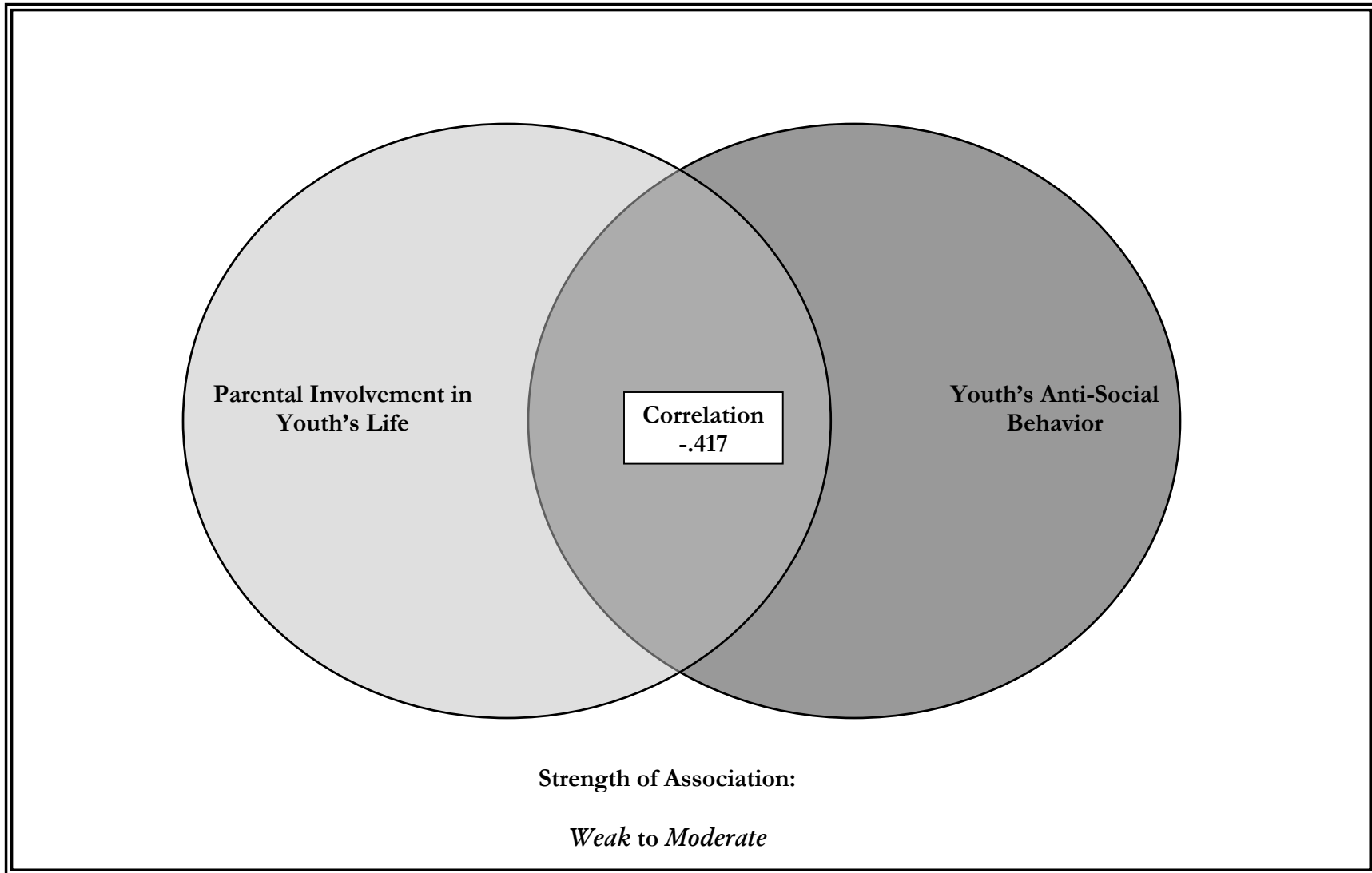


Figure 5: Association Between Variables Parental Involvement in Youth's Life and Youth's Anti-Social Behavior

*Analysis for Figure 6: A statistically significant negative correlation between increased youth's basic needs are being met and decreased youth's anti-social behavior was found (-.577), suggesting a *moderate* association between variables.*

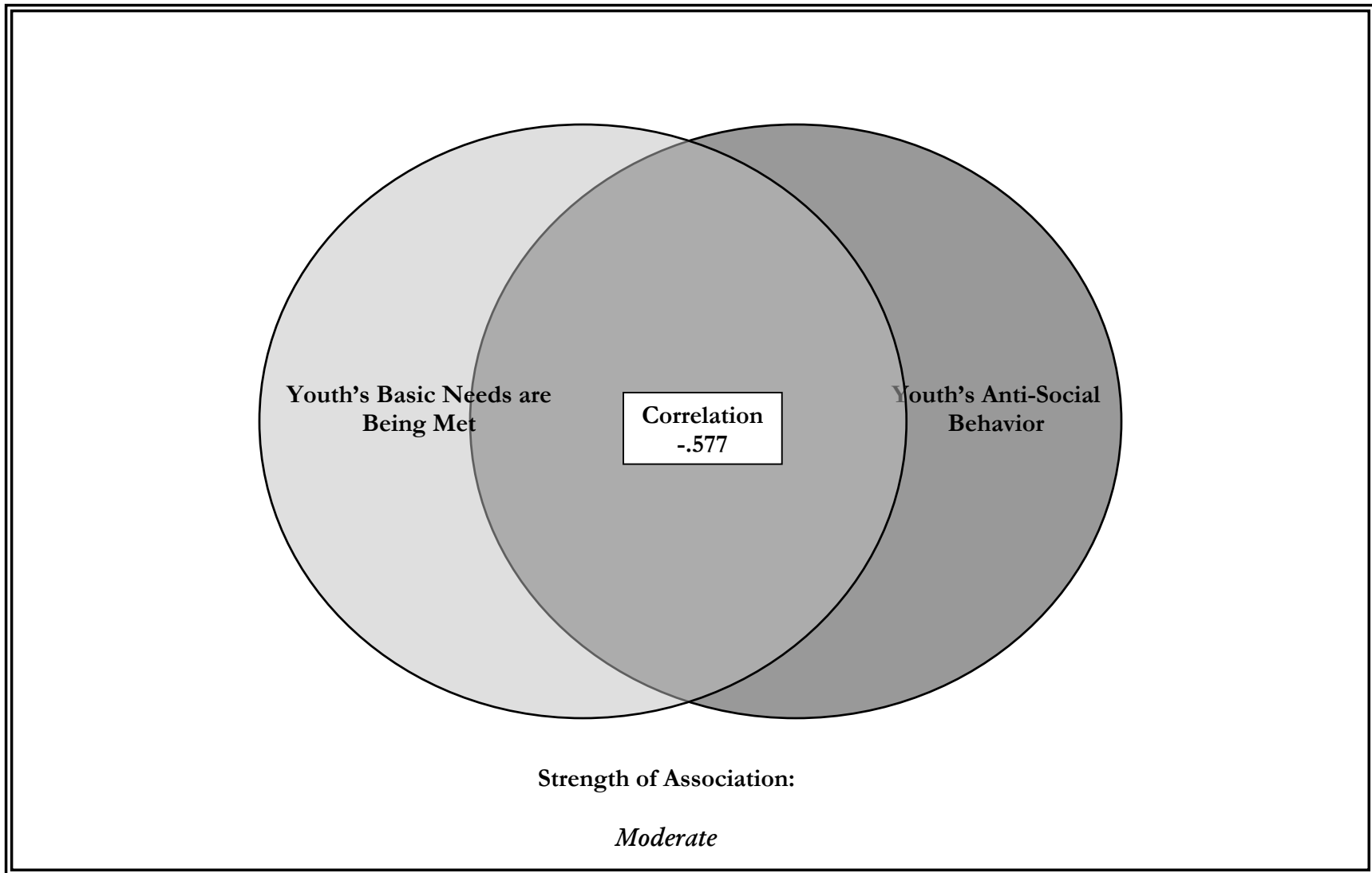


Figure 6: Association Between Variables Youth's Basic Needs are Being Met and Youth's Anti-Social Behavior

Analysis for Figure 7: A statistically significant negative correlation between increased cohesion of youth's family and decreased youth's anti-social behavior was found (-.678), suggesting a moderate to strong association between variables.

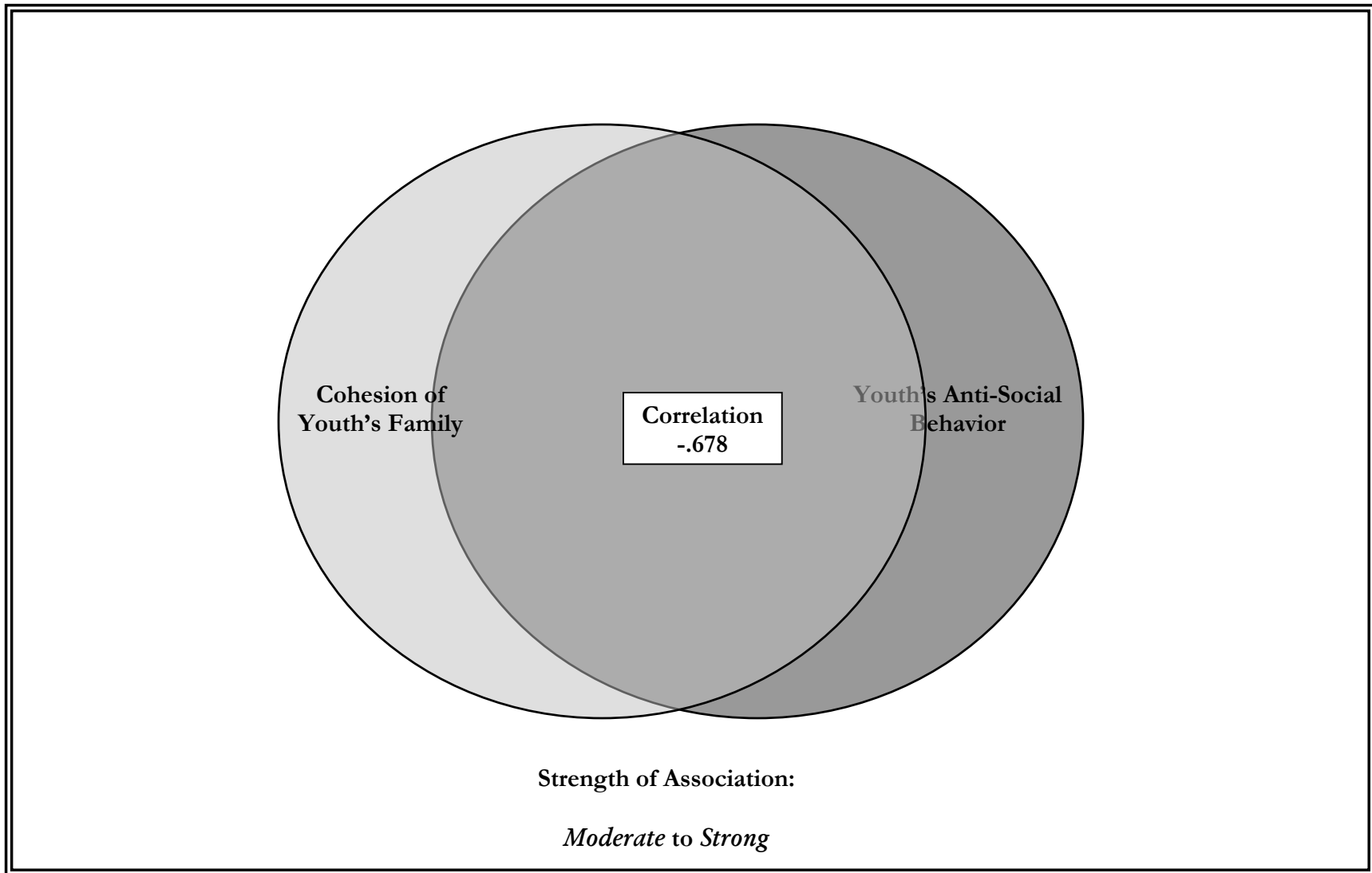


Figure 7: Association Between Variables Cohesion of Youth's Family and Youth's Anti-Social Behavior

Analysis for Figure 8: A statistically significant negative correlation between increased *empathetically aware of children's needs* and decreased *youth's anti-social behavior* was found (-.458), suggesting a *moderate* association between variables.

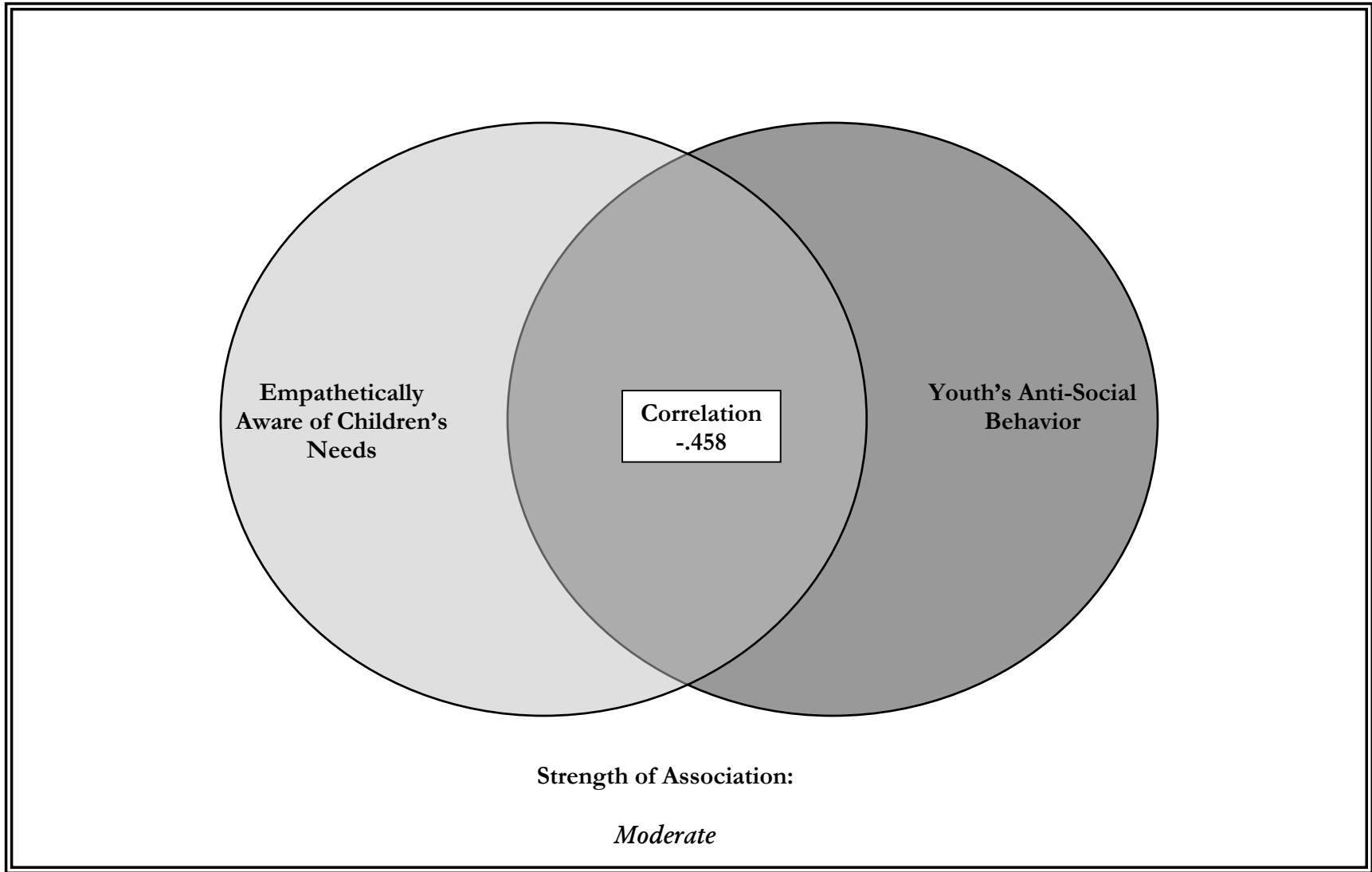


Figure 8: Association Between Variables Empathetically Aware of Children's Needs and Youth's Anti-Social Behavior

Analysis for Figure 9: A statically significant positive correlation between increased appropriate expectations of children and increased youth's commitment to school was found (.454), suggesting a moderate association between variables.

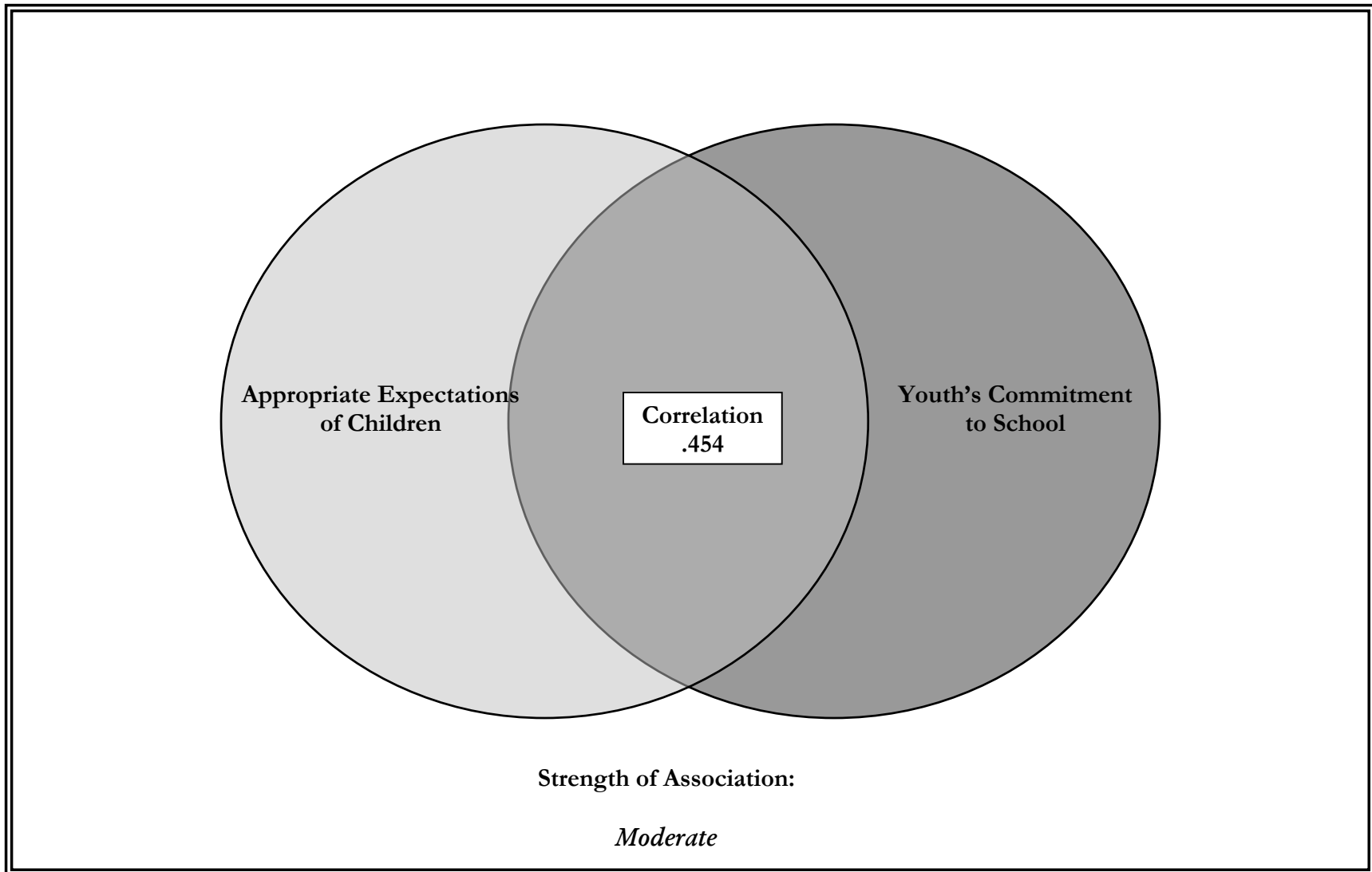


Figure 9: Association Between Variables Appropriate Expectations of Children and Youth's Commitment to School