

**THE UNIVERSITY OF TEXAS AT AUSTIN  
SCHOOL OF SOCIAL WORK**

<b>Course number:</b>	360K/387R	<b>Instructor's name:</b>	Esther J. Calzada, PhD
<b>Unique number:</b>	61370/61560	<b>Office number:</b>	3.106E
<b>Semester:</b>	Fall 2017	<b>Office phone:</b>	(512) 471-2797
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<b>Meeting time:</b>	M 2:30 – 5:30 p.m.	<b>Office hours:</b>	By appointment

**Course Title:** Parenting Interventions for Diverse Populations

### **I. COURSE DESCRIPTION**

The purpose of this course is to provide an overview of evidence-based interventions aimed at enhancing parenting across diverse populations, with special attention to variations in parenting and corresponding interventions across key developmental transitions (infancy, early childhood, middle childhood, adolescence) and critical social contexts (child and parent characteristics, family circumstances, socioeconomic status, cultural background). The class will cover: 1) parenting theory that serves as the foundation for evidence-based interventions; and 2) parenting interventions for a) infants through adolescents; b) special populations (e.g., children with disorders, children of depressed mothers); c) families living in socioeconomic disadvantage; d) ethnically and racially diverse populations; and e) families with diverse family structures. The goal of this course is to provide students with a general understanding of advances and limitations in efforts to support parents in raising healthy and successful children from different backgrounds.

### **II. COURSE OBJECTIVES**

Upon completion of this course, students will

- 1) be familiar with parenting theory as applied to interventions aimed at enhancing parenting competencies
- 2) understand how contextual characteristics shape parenting
- 3) think critically about existing interventions and their fit for diverse populations
- 4) understand how interventions may be adapted to fit the needs of diverse populations

### **III. TEACHING METHODS**

This course is designed to include a variety of teaching/learning methodologies to achieve the course objectives. These activities will include readings, writings, discussions, lectures, videos, in-class group activities, and self-reflection. As this is a seminar course, much of the learning will take place in class discussions. Please be prepared to engage with the readings, speakers, professor, and your classmates in intellectual discussion of the topics covered in this course.

#### IV. READINGS

Required Readings are noted in the “Bibliography” of this syllabus and are available online through the library and on Canvas.

#### V. COURSE REQUIREMENTS

A total of 100 Points are assigned to the course requirements in the following ways:

1. *Attendance and Class Participation*. This course is designed as a seminar where we will investigate many topics on parenting and parenting interventions. Participation and discussion are critical parts of the course. You are expected to attend all class sessions. In addition to class attendance, your contributions to and participation in the discussion should reflect **critical thinking, analysis, and synthesis of the content presented during class and in the required readings**. Your participation will be rated after each class (from *no active participation* → *active and thoughtful participation*) and averaged at the end of the semester for a possible total of 10 points (10% of your grade).

2. *Discussion Circles*. Each week, **all** students are to prepare a list of 3 detailed discussion prompts; there should be at least one question for each of the assigned readings for the class. Discussion prompts are to be submitted electronically before the start of class. In class, students will lead a discussion circle (approximately 20 minutes) using student prompts. Each student will be assigned as **lead discussant** for two separate classes. Your prompts will be graded each week and averaged for a final score. This assignment is worth a total of 10 points that contributes 10% to your overall grade.

3. *Our Assumptions of Good and Bad Parenting*. Observe and analyze a parent interacting with their child(ren). The parents you select may come from films/TV shows, fiction or non-fiction books, or real life, but must come from your selected “population of interest.” If you choose to observe parents in real life (e.g., at a park, at a gathering you are attending), your observation should be non-participatory and non-intrusive. Your paper must be between 4 - 6 double-spaced pages and **1)** introduce the parent using descriptive information about gender, estimated age of parent and of child(ren), race/ethnicity, and apparent socioeconomic status; **2)** provide a detailed write-up of the observed parent-child interactions as background that supports your interpretation of the parent’s behavior; **3)** interpret the parent’s behavior based on what you viewed as the use of “good” and “bad” parenting during the observed interactions; and **4)** conclude with a critical analysis of the knowledge, experiences and assumptions upon which you based your judgments of “good” and “bad” parenting; *why* do you consider the behaviors you observed to be “good” or “bad”? A strong analysis will consider gender, age, race/ethnicity and social class biases at a personal and/or societal level. You are not expected to do any literature review or scientific readings in preparing your paper, but you may draw on past knowledge of the science of parenting. Organize your paper according to these 4 content areas (i.e., use them as headings). Your paper will be evaluated on writing style and grammar (1.5 points); whether it meets the outlined criteria of length and content (4 points); and the level of critical thinking reflected in your analysis of the observations (7 points). This assignment is worth a total of 12.5 points

that contributes 12.5% to your overall grade. DUE SEPTEMBER 18.

4. *On Being a Parent.* Interview a parent (using the interview guide provided in class) from your selected “population of interest” to obtain a first-person perspective on the experience of raising a child. Prepare a 10-minute **class presentation** based on the interview: **1)** introduce your parent using descriptive information about gender, estimated age of parent and of child(ren), race/ethnicity, and apparent socioeconomic status; **2)** describe unique strengths shown by this parent; **3)** describe unique challenges and needs experienced by this parent; **4)** describe the parent’s intervention “wish list;” and **5)** conclude with specific comments regarding how parenting interventions may and may not meet the needs of this parent. Your presentation will be evaluated on presentation style/creativity (3 points); whether it meets the outlined criteria of length and content (4.5 points); and the level of critical thinking reflected in your analysis of the parent’s interview responses (5 points). This assignment is worth a total of 12.5 points that contributes 12.5% to your overall grade. PRESENTATION DATES ASSIGNED IN CLASS.

5. *Critique of Parenting Session.* Observe, describe and critique a parent training session live (if possible) or on video (YouTube has many; be sure to select a full and real parenting session, typically about 45 minutes in length). The parent/group of parents must come from your selected “population of interest.” Your paper must be at least 7 double-spaced pages and **1)** describe the parents who attended, including what they had in common (e.g., parents of toddlers, foster parents, parents of children with ADHD) and their background characteristics (e.g., gender, race and ethnicity); **2)** describe the content (i.e., skills that were being promoted) and the process (i.e., how the skills were taught) used by the facilitator to promote those skills that you observed in the session; **3)** comment on how closely aligned the content and the process are to the theoretical models we have been learning in class (at least 3 references are required in this section); and **4)** conclude with recommendations for improving the intervention. Organize your paper according to these 4 content areas (i.e., use them as headings). Your paper will be evaluated on writing style and grammar (2 points); whether it meets the outlined criteria of length and content (4 points); and the level of understanding of theory that is reflected in your critique and recommendations (14 points). This assignment is worth a total of 20 possible points that contributes 20% to your overall grade. DUE OCTOBER 23.

5. *Parenting Interventions for Marginalized Populations.* Provide an in-depth review and critique on parenting interventions for your selected “population of interest.” Your paper must be at least 10 double-spaced pages, include at least 6 references of scientific articles, and **1)** fully describe special issues/considerations relevant to working with parents of that population; **2)** review past studies on parenting interventions with that population, emphasizing strengths and limitations of past efforts; **3)** describe how the empirical evidence does and does not (yet) support the use of parenting interventions with that population; and **4)** propose adaptations to an existing evidence-based parenting intervention that reflect the special issues relevant to that population (be creative!). Organize your paper according to these 4 content areas (i.e., use them as

headings). Your paper will be evaluated on writing style and grammar (2 points); whether it meets the outlined criteria of length and content (6 points); your level of demonstrated understanding of special issues and past studies (13 points); and the creativity and feasibility of your proposed adaptations (14 points). This assignment is worth a total of 35 possible points that contributes 35% to your overall grade. DUE DECEMBER 18.

## VI. GRADING CRITERIA

Attendance and participation	10%
Discussion circle prompts	10%
“Assumptions” paper	12.5%
Class presentation	12.5%
“Critique” paper	20%
“Marginalized Populations” paper	35%
<hr/> TOTAL	<hr/> 100%

### *Grading scale*

100 - 94 = A

93 - 90 = A-

89 - 87 = B+

86 - 84 = B

83 - 80 = B-

79 - 77 = C+

76 - 74 = C

73 - 70 = C- (Class failed/no credit: 73 and below)

69 - 67 = D+

66 - 64 = D

63 - 60 = D-

59 and below = F

Grades are assigned based on the following criteria: A grade of “A” is given for outstanding work that engages course materials with original thought and creativity or a mastery of technical skills. A grade of “B” is given for doing all of the work well. A grade of “C” is given for meeting all course requirements. To obtain a high grade, students must find the time to complete assignments in a way that integrates and extends readings, lectures, classroom discussions, and your own critical perspective on the topic.

## VII. CLASS POLICIES

**Attendance, Punctuality and Participation.** Attendance is expected except in the case of an excused absence (e.g., documented illness). Punctuality is an important professional practice. The class experience is co-constructed and students are expected to participate in an interactive framework between students and professor. Students are expected to complete the readings prior to class and should be well prepared to participate in discussions and experiential learning assignments.

**Written Assignments.** Written work must be typed using 11-point Arial or 12-point Times New Roman font and 1" margins and edited carefully for grammatical, spelling and typographical errors. Formatting should adhere to the American Psychological Association (APA- 6th edition) guidelines.

Except in the case of extended emergencies, and then only with the permission of the professor, late assignments will not be accepted without penalty. Students are expected to turn in all required assignments on the agreed upon due date, via Canvas, before the beginning of class. Assignments turned in after class starts will be considered late. If accepted, late assignments will be assessed point penalties at the rate of three (3) points each day late. If the due date is a problem, the student should see the professor and negotiate another due date well in advance.

**Communication With The Professor.** If students are concerned about their class performance, the professor is more than willing to work with them to help improve their understanding of the class material of the assignments prior to the end of the semester. Student feedback is welcome. Students are also encouraged to provide feedback during office hours, by phone, or appointment. The professor will return phone calls and emails within 48 hours.

**The Use of Electronics.** In order to facilitate classroom communication and learning, phone calls, pagers, and other communication devices are restricted and should be turned off while in class. Laptops may be used during class only to take notes.

**THE UNIVERSITY OF TEXAS HONOR CODE.** The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

**PROFESSIONAL CONDUCT AND CIVILITY IN THE CLASSROOM.** The professor expects students to act as professionals in class. This means students should arrive on time for class, be prepared to participate in the class discussion, and show respect for one another's opinions. A course brings together a group of diverse individuals with various backgrounds. Students are influenced and shaped by such factors as ethnicity, gender, sex, physical abilities, religious and political beliefs, national origins, and sexual orientations, among others. We expect to learn from each other in an atmosphere of positive engagement and mutual respect. Social Work also deals with complex and controversial issues. These issues may be challenging and uncomfortable, and it would be impossible to offer a substantive classroom experience that did not include potentially difficult conversations relating to challenging issues. In this environment we will be exposed to diverse ideas and opinions, and sometimes we will not agree with the ideas expressed by others. Nevertheless, the professor requires that students engage one another with civility, respect, and professionalism.

**UNANTICIPATED DISTRESS.** Students may experience unexpected and/or distressing reactions to course readings, videos, conversations, and assignments. If so, students

are encouraged to inform the professor. The professor can be responsive and supportive regarding students' participation in course assignments and activities, but students are responsible for communicating clearly what kind of support is desired. If counseling is needed, students may contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at <https://cmhc.utexas.edu/>.

**POLICY ON SOCIAL MEDIA AND PROFESSIONAL COMMUNICATION.** Public social networks are not private. Even when open only to approved or invited members, users cannot be certain that privacy will exist among the general membership of sites. If social work students choose to participate in such forums, please assume that anything posted can be seen, read, and critiqued. What is said, posted, linked to, commented on, uploaded, subscribed to, etc., can be accessed and archived, posing potential harm to professional reputations and prospective careers.

Social work students who use social media (i.e. Facebook, Twitter, etc.) and other forms of electronic communication (i.e. blogs, etc.) must be mindful of how their communication may be perceived by clients, colleagues, faculty, and others. Social work students are expected to make every effort to minimize material which could be considered inappropriate for a professional social worker in training. Because of this, social work students are advised to manage security settings at their most private levels and avoid posting information/photos or using any language that could jeopardize their professional image.

Students are asked to consider the amount of personal information posted on these sites and are obliged to block any client access to involvement in the students' social networks. Client material should not be referred to in any form of electronic media, including *any* information that might lead to the identification of a client or compromise client confidentiality in *any* way. Additionally, students must critically evaluate any material that is posted regarding community agencies and professional relationships, as certain material could violate the standards set by the School of Social Work, the Texas Code of Conduct for Social Workers, and/or the NASW Code of Ethics.

Social work students should consider that they will be representing professional social work practice as well as The University of Texas at Austin School of Social Work program while in the classroom, the university community, and the broader area communities.

**POLICY ON SCHOLASTIC DISHONESTY.** Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since such dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. For further information, the student may refer to the Web Site of the Student Judicial Services, Office of the Dean of Students: <http://deanofstudents.utexas.edu/sjs/>.

**USE OF COURSE MATERIALS.** The materials used in this course, including, but not limited to exams, quizzes, and homework assignments, are copyright protected works. Any unauthorized duplication of the course materials is a violation of federal law and may result in disciplinary action being taken against the student. Additionally, the sharing of course materials without the specific, express approval of the professor may be a violation of the University's Student Honor Code and an act of academic dishonesty, which could result in further disciplinary action. This sharing includes, among other things, uploading class materials to websites for the purpose of distributing those materials to other current or future students.

**DOCUMENTED DISABILITY STATEMENT.** Any student who requires special accommodations must obtain a letter that documents the disability from the Services for Students with Disabilities area of the Division of Diversity and Community Engagement (471- 6259 voice or 471-4641 TTY for users who are deaf or hard of hearing). A student should present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed and followed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit: <http://diversity.utexas.edu/disability/>.

**RELIGIOUS HOLIDAYS.** By UT Austin policy, students must notify the professor of a pending absence at least fourteen days prior to the date of observance of a religious holy day. If the student must miss a class, examination, work assignment, or project in order to observe a religious holy day, the professor will give the student an opportunity to complete the missed work within a reasonable time after the absence.

**TITLE IX REPORTING.** In accordance with Title IX of the Education Amendments of 1972, the University of Texas at Austin is committed to maintaining a learning environment that is free from discriminatory conduct based on gender. Faculty, instructors, staff, and/or teaching assistants in their supervisory roles are mandated reporters of incidents of sex discrimination, sexual harassment, sexual violence, or sexual misconduct. Students who report such incidents will be informed of University resources. Incidents will be reported to the University's Title IX Coordinator and/or the Title IX Deputy for the SSW, Professor Tanya Voss. Students, faculty and staff may contact Professor Voss to report incidents or to obtain information. Further information, including student resources related to Title IX, may also be found at <http://socialwork.utexas.edu/dl/files/academic-programs/other/qrg-sexualharassment.pdf>.

**CAMPUS CARRY POLICY.** The University's policy on concealed fire arms may be found here: <https://campuscarry.utexas.edu>. You also may find this information by accessing the Quick Links menu on the School's website.

**CLASSROOM CONFIDENTIALITY.** Information shared in class about agencies, clients, and personal matters is considered confidential per the NASW Code of Ethics on educational supervision and is protected by regulations of the Family Educational Rights and Privacy Act (FERPA) as well. As such, sharing this information with

individuals outside of the educational context is not permitted. Violations of confidentiality could result in actions taken according to the policies and procedure for review of academic performance located in sections 3.0, 3.1, and 3.2 of the Standards for Social Work Education.

**USE OF E-MAIL FOR OFFICIAL CORRESPONDENCE TO STUDENTS.** Email is recognized as an official mode of university correspondence; therefore, students are responsible for reading their email for university and course-related information and announcements. Students are responsible for keeping the university informed about a change of e-mail address. Students should check their e-mail regularly and frequently—daily, but at minimum twice a week—to stay current with university-related communications, some of which may be time-sensitive. Students can find UT Austin’s policies and instructions for updating their e-mail address at <http://www.utexas.edu/its/policies/emailnotify.php>.

**SAFETY.** As part of professional social work education, students may have assignments that involve working in agency settings and/or the community. As such, these assignments may present some risks. Sound choices and caution may lower risks inherent to the profession. It is the student’s responsibility to be aware of and adhere to policies and practices related to agency and/or community safety. Students should notify the professor regarding any safety concerns.

**BEHAVIOR CONCERNS ADVICE LINE (BCAL).** If students are worried about someone who is acting differently, they may use the Behavior Concerns Advice Line to discuss by phone their concerns about another individual’s behavior. This service is provided through a partnership between the Office of the Dean of Students, the Counseling and Mental Health Center (CMHC), the Employee Assistance Program (EAP), and The University of Texas Police Department (UTPD). Call 512-232-5050 or visit <http://www.utexas.edu/safety/bcal>.

**EMERGENCY EVACUATION POLICY.** Occupants of buildings on the UT Austin campus are required to evacuate and assemble outside when a fire alarm is activated or an announcement is made. Please be aware of the following policies regarding evacuation:

- Familiarize yourself with all exit doors in the classroom and the building. Remember that the nearest exit door may not be the one you used when entering the building.
- If you require assistance to evacuate, inform the professor in writing during the first week of class.
- In the event of an evacuation, follow the professor’s instructions.
- Do not re-enter a building unless you are given instructions by the Austin Fire Department, the UT Austin Police Department, or the Fire Prevention Services office.



## VIII. COURSE SCHEDULE

Date	Topic	Readings/Assignments Due
9/11	<b>INTRODUCTION</b> <ul style="list-style-type: none"> <li>• Class structure, rules and expectations</li> <li>• Review of syllabus</li> <li>• A world of assumptions</li> <li>• Parenting theory: attachment and social learning theories</li> </ul>	<u>In-Class Assignment:</u> Select population of interest
9/18	<b>OPTIMAL PARENTING</b> <ul style="list-style-type: none"> <li>• Authoritative parenting as the gold standard</li> <li>• The debate over “harsh” parenting</li> </ul>	<u>Readings:</u> <ul style="list-style-type: none"> <li>• Baumrind</li> <li>• Holden et al</li> <li>• Larzelere et al</li> </ul> <u>Written Assignment:</u> Assumptions of Good and Bad Parenting
9/25	<b>DETERMINANTS OF PARENTING</b> <ul style="list-style-type: none"> <li>• What predicts parenting practices and styles?</li> </ul>	<u>Readings:</u> <ul style="list-style-type: none"> <li>• Belsky</li> <li>• Patterson et al</li> </ul>
10/2	<b>INTERVENTIONS ACROSS DEVELOPMENTAL STAGES</b> <ul style="list-style-type: none"> <li>• Developmental stage-specific needs</li> <li>• Characteristics of interventions for children of different ages</li> </ul>	<u>Readings:</u> <ul style="list-style-type: none"> <li>• Bakermans-Kranenburg et al</li> <li>• Thomas &amp; Zimmer-Gembeck</li> <li>• Olds et al</li> </ul>
10/9		<u>Readings:</u> <ul style="list-style-type: none"> <li>• Kumpfer et al</li> <li>• Sanders et al</li> <li>• Vries et al</li> </ul>
10/18	<b>THE UNIQUE ROLE OF FATHERS</b> <ul style="list-style-type: none"> <li>• Where are the dads in research?</li> <li>• What do we know about dads?</li> </ul> <b>EFFECTIVENESS OF INTERVENTIONS</b> <ul style="list-style-type: none"> <li>• Efficacy vs effectiveness</li> <li>• Real-world application/implementation</li> </ul>	<u>Readings:</u> <ul style="list-style-type: none"> <li>• Forgatch et al</li> <li>• Gardner et al</li> <li>• Parke et al</li> <li>• Shelleby &amp; Shaw</li> </ul>
10/23	<b>INTERVENTIONS WITH FAMILIES IN POVERTY</b> <ul style="list-style-type: none"> <li>• Parenting in the context of poverty</li> <li>• Unique components of interventions for poor families</li> </ul>	<u>Readings:</u> <ul style="list-style-type: none"> <li>• Parenting and poverty report</li> <li>• Brotman et al</li> <li>• Leijten et al</li> </ul> <u>Written Assignment:</u>

		Critique of Parenting Session
10/30	<p>PARENTING ACROSS CULTURES</p> <ul style="list-style-type: none"> <li>• Theories of culture and parenting</li> <li>• Parenting in a new cultural context</li> <li>• Cultural adaptations</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Greenfield et al</li> <li>• Keller et al</li> <li>• Mesman et al</li> </ul>
11/6	<p>INTERVENTIONS WITH ASIAN AMERICAN FAMILIES</p> <ul style="list-style-type: none"> <li>• Parenting in ASA cultures</li> <li>• Unique components of interventions for ASA families</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Choi et al</li> <li>• Lau</li> <li>• Lau et al</li> </ul>
11/13	<p>INTERVENTIONS WITH AFRICAN AMERICAN FAMILIES</p> <ul style="list-style-type: none"> <li>• Parenting in AA cultures</li> <li>• Unique components of interventions for AA families</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Brody et al</li> <li>• Coard et al</li> <li>• Katz et al</li> </ul>
11/20	<p>INTERVENTIONS WITH LATINO FAMILIES</p> <ul style="list-style-type: none"> <li>• Parenting in Latino cultures</li> <li>• Unique components of interventions for Latino families</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Calzada et al</li> <li>• Parra-Cardona et al</li> <li>• Prado et al</li> </ul>
11/27	<p>INTERVENTIONS WITH LGBT PARENTS</p> <ul style="list-style-type: none"> <li>• Do LGBT parents parent differently?</li> <li>• Unique components of interventions for LGBT families</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• APA report</li> <li>• Weber</li> </ul>
12/4	<p>INTERVENTIONS WITH SPECIAL NEEDS CHILD POPULATIONS</p> <ul style="list-style-type: none"> <li>• Children with developmental delays</li> <li>• Children with mental health problems</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Carpenter et al</li> <li>• Forehand et al</li> <li>• Roux et al</li> </ul>
12/11	<p>INTERVENTIONS WITH SPECIAL NEEDS ADULT POPULATIONS</p> <ul style="list-style-type: none"> <li>• Parents with stressful life circumstances (involved with child welfare, incarcerated)</li> <li>• Parents with mental health problems</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Barth &amp; Liggett-Creel</li> <li>• MacFarquhar</li> <li>• Meting et al</li> </ul>
12/18	<ul style="list-style-type: none"> <li>• Final papers due</li> </ul>	<p><u>Written Assignment:</u></p> <ul style="list-style-type: none"> <li>• Parenting Interventions for Marginalized Populations</li> </ul>

## **IX. BIBLIOGRAPHY**

*All readings are available through the library and through Canvas.*

### **OPTIMAL PARENTING**

- Baumrind, D. (2013). Is a pejorative view of power assertion in the socialization process justified? *Review of General Psychology, 17*, 420-427.
- Holden, G., Grogan-Kaylor, A., Durrant J., & Gershoff, E. (2017). Researchers Deserve a Better Critique: Response to Larzelere, Gunnoe, Roberts, and Ferguson (2017), *Marriage & Family Review, 53*, 465-490.
- Larzelere, R.E., Gunnoe, M., Roberts, M., & Ferguson, C. (2017) Children and Parents Deserve Better Parental Discipline Research: Critiquing the Evidence for Exclusively “Positive” Parenting, *Marriage & Family Review, 53*, 24-35.

### **DETERMINANTS OF PARENTING**

- Belsky, J. (1984). The determinants of parenting: A process model. *Child Development, 55*, 83-96.
- Patterson, G.R., & Fisher, P.A. (2002). Recent Developments in Our Understanding of Parenting; Bidirectional Effects, Causal Models, and the Search for Parsimony. In Bornstein, M. (Ed). *Handbook of Parenting, Vol. 5*.

### **INTERVENTIONS ACROSS DEVELOPMENTAL STAGES (PART 1)**

- Bakermans-Kranenburg, M.J., Van Ijzendoorn, M.H., & Juffer, F. (2003). Less is more: Meta-analyses of sensitivity and attachment interventions in early childhood. *Psychological Bulletin, 129*, 195-215.
- Thomas, R., & Zimmer-Gembeck, M. (2007). Behavioral Outcomes of Parent-Child Interaction Therapy and Triple P—Positive Parenting Program: A Review and Meta-Analysis. *Journal of Abnormal Child Psychology, 35*, 475–495.
- Olds, D.L., Sadler, L., & Kitzman, H. (2007). Programs for parents of infants and toddlers: recent evidence from randomized trials. *Journal of Child Psychology and Psychiatry, 48*, 355-391.

### **INTERVENTIONS ACROSS DEVELOPMENTAL STAGES (PART 2)**

- Kumpfer, K.L., Alvarado, E., & Whiteside, H.O. (2003). Family-based interventions for substance use and misuse prevention. *Substance Use & Misuse, 38*, 1759-1787.
- Sanders, M.R., Kirby, J.N., Tellegen, C.L., & Day, J.J. (2014). The Triple P-Positive Parenting Program: A systematic review and meta-analysis of a multi-level system of parenting support. *Clinical Psychology Review, 34*, 337-357.
- Vries, S.L., Hoeve, M., Assink, M., Stams, G.J.J.M., & Asscher, J.J. (2014). Practitioner review: Effective ingredients of prevention programs for youth at risk of persistent juvenile delinquency – Recommendations for clinical practice. *Journal of Child Psychology and Psychiatry*.

### **THE UNIQUE ROLE OF FATHERS**

- Parke, R.D. (2002). Fathers and Families. In Bornstein, M. (Ed). *Handbook of Parenting, Vol 3*, 27-74.

## **EFFECTIVENESS OF INTERVENTIONS**

- Forgatch, M.S., Patterson, G.R., & Gewirtz, A.H. (2013). Looking forward: The promise of widespread implementation of parent training programs. *Perspectives on Psychological Science*, 8, 682-694.
- Gardner, F., Hutchings, J., Bywater, T., & Whitaker, C. (2010). Who benefits and how does it work? Moderators and mediators of outcome in an effectiveness trial of a parenting intervention. *Journal of Clinical Child and Adolescent Psychology*, 39, 568-580.
- Shelleby, E.C., & Shaw, D.S. (2014). Outcomes of parenting interventions for child conduct problems: A review of differential effectiveness. *Child Psychiatry and Human Development*, 45, 628-645.

## **INTERVENTIONS WITH FAMILIES IN POVERTY**

- The relationship between parenting and poverty. Available for download at <http://www.jrf.org.uk/sites/files/jrf/parenting-poverty.pdf>
- Brotman, L.M., Calzada, E.J., Huang, K.Y., Kingston, S., Dawson-McClure, S., Kamboukos, S., Rosenfelt, A., Schwab A., & Petkova, E. (2011). Promoting Effective Parenting Practices and Preventing Child Behavior Problems in School Among Ethnically Diverse Families From Underserved, Urban Communities. *Child Development*, 82, 258-276.
- Leijten, P., Raaijmakers, M.A.J., de Castro, B.O., & Matthys, W. (2013). Does socioeconomic status matter? A meta-analysis on parent training effectiveness for disruptive child behavior. *Journal of Clinical Child and Adolescent Psychology*, 42, 384-392.

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