

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

Course number: 360K/395K **Instructor's name:** Esther J. Calzada, PhD
Unique number: 61725/62116 **Office number:** 3.106E
Semester: Spring 2015 **Office phone:** (512) 471-2797
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Meeting time: F 9:00 – 12:00 **Office hours:** 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 (mothers and fathers) 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 be

- 1) 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, through the professor 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 (14 points or 14% of total).

2. *Lead Discussant*. Twice this semester, you will be responsible for leading an in-depth group discussion on a specific topic (of your choice) covered in class. Prepare a list of 4 detailed discussion prompts; questions should be clearly based on the readings for that topic and at least 1 should integrate all of the readings (i.e., relate to the “big picture”). In class, you will lead a 20-minute peer discussion using your prompts. You will be evaluated based on your written questions (to be turned in at the beginning of class; 4 points) and your ability to draw on the readings to facilitate discussion in class (4 points). This assignment is worth a total of 16 points that contributes 16% to your overall grade.

3. *Our Assumptions of Good and Bad Parenting*. Observe and analyze 2 parents interacting with their child(ren). The parents you select may come from films/TV shows, fiction or non-fiction books, or real life. 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 at least 7 double-spaced pages and **1)** introduce each parent using descriptive information about gender, estimated age, 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 skills 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. Your paper will be evaluated on writing style and grammar (2 points); whether it meets the outlined criteria of length and content (10 points); and the level of critical thinking reflected in your analysis of the observations (8 points). This assignment is worth a total of 20 points that contributes 20% to your overall grade. DUE JANUARY 30.

4. *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). 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. Your paper will be evaluated on writing style and grammar (2 points); whether it meets the outlined criteria of length and content (10 points); and the level of understanding of theory that is reflected in your critique and recommendations (8 points). This assignment is worth a total of 20 possible points that contributes 20% to your overall grade. DUE MARCH 13.

5. Parenting Interventions for Marginalized Populations. Provide an in-depth review and critique on parenting interventions for a marginalized population (of your choice). Your paper must be at least 10 double-spaced pages, include at least 6 references of scientific articles, and **1)** review 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)** comment on whether there is enough empirical evidence to 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. Your paper will be evaluated on writing style and grammar (2 points); whether it meets the outlined criteria of length and content (12 points); your level of demonstrated understanding of special issues and past studies (8 points); and the creativity and feasibility of your proposed adaptations (8 points). This assignment is worth a total of 30 possible points that contributes 30% to your overall grade. DUE MAY 15.

VI. GRADING CRITERIA

Attendance and Participation	14%
“Lead Discussant” assignment	16%
“Assumptions” paper	20%
“Critique” paper	20%
“Marginalized Populations” paper	30%
<hr/> TOTAL	<hr/> 100%

Graduate 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. Punctuality is an important professional practice. Class will begin at 9:00 and end at 12:00. Students will be considered absent if they arrive more than 15 minutes late to class, leave early, or are unable to come to class. Unexcused absences will result in a 5-point deduction (per absence) in the final grade. If a student is going to be absent, efforts should be made to contact the professor in advance. Students are responsible for any material missed due to absence.

The class experience is co-constructed and students are expected to attend class regularly and 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. Failure to attend class and demonstrate through discussions that one has comprehended the readings will be considered in assigning the final grade.

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 at 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. Final grades assigned in the course are not negotiable.

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 during scheduled office 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 In Class. 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. We will not, nor should we, always agree with one another. In this environment we should be exposed to diverse ideas and opinions, and sometime we will not agree with the ideas expressed by others. However, the professor does require that students engage one another with respect and professionalism.

Classroom Civility. 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 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.

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 instructor. The instructor 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 can contact a service provider of their choosing, including the UT Counseling Center at 512-471-3515 or online at www.utexas.edu/student/cmhc/.

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 that 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 Class Materials. The materials used in this class, including, but not limited to, exams, quizzes, and homework assignments are copyright protected works. Any unauthorized copying of the class materials is a violation of federal law and may result in disciplinary actions being taken against the student. Additionally, the sharing of class materials without the specific, express approval of the instructor 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 includes, among other things, uploading class materials to websites for the purpose of sharing those materials with 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). Present the letter to the professor at the beginning of the semester so that needed accommodations can be discussed. The student should remind the professor of any testing accommodations no later than five business days before an exam. For more information, visit <http://www.utexas.edu/diversity/ddce/ssd/>.

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, an examination, a work assignment, or a 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.

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 to keep the university informed about changes to their 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 among 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 of the classroom and the building. Remember that the nearest exit door may not be the one you used when you entered 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
1/23	INTRODUCTION <ul style="list-style-type: none"> • Class structure, rules and expectations • Review of syllabus • A world of assumptions 	
1/30	THE ROLE OF PARENTS <ul style="list-style-type: none"> • Parenting theory: attachment and social learning theories • Authoritative parenting as the gold standard • The debate over harsh parenting 	Readings: <ul style="list-style-type: none"> • Baumrind Written Assignment: <ul style="list-style-type: none"> • Assumptions of Good and Bad Parenting
2/6	THE UNIQUE ROLE OF FATHERS <ul style="list-style-type: none"> • Where are the dads in research? • What do we know about dads? 	Readings: <ul style="list-style-type: none"> • Parke et al • Adamsons et al • Bagner & Eyberg • Fetcheri et al
2/13	DETERMINANTS OF PARENTING <ul style="list-style-type: none"> • What predicts parenting practices and styles? 	Readings: <ul style="list-style-type: none"> • Belsky • Patterson et al • Khlar et al • McCabe et al
2/20	INTERVENTIONS ACROSS DEVELOPMENTAL STAGES <ul style="list-style-type: none"> • Developmental stage-specific needs • Characteristics of interventions for children of different ages 	Readings: <ul style="list-style-type: none"> • Olds et al. • Bakermans-Kranenburg et al. • Borden et al • Thomas et al
2/27		Readings: <ul style="list-style-type: none"> • Kumpfer et al • Sanders et al • Vries et al
3/6	INTERVENTIONS WITH SPECIAL NEEDS CHILD POPULATIONS <ul style="list-style-type: none"> • Children with developmental delays • Children with mental health problems 	Readings: <ul style="list-style-type: none"> • Allen et al • Carpenter et al • Pfiffner et al • Roux et al
3/13	INTERVENTIONS WITH SPECIAL NEEDS ADULT POPULATIONS <ul style="list-style-type: none"> • Parents with stressful life circumstances (involved with child 	Readings: <ul style="list-style-type: none"> • Meting et al • Eddy et al

	<p>welfare, incarcerated)</p> <ul style="list-style-type: none"> Parents with mental health problems 	<ul style="list-style-type: none"> Sanders & Pidgeon Barth & Liggett-Creel <p><u>Written Assignment:</u></p> <ul style="list-style-type: none"> Critique of Parenting Session
3/20	Spring Break NO CLASS	
3/27	<p>EFFECTIVENESS OF INTERVENTIONS</p> <ul style="list-style-type: none"> Efficacy vs effectiveness Real-world application/implementation Cultural adaptations 	<p><u>Readings:</u></p> <ul style="list-style-type: none"> Gardner et al Shelleby & Shaw Forgatch et al
4/3	<p>INTERVENTIONS WITH LGBT PARENTS</p> <ul style="list-style-type: none"> Do LGBT parents parent differently? Unique components of interventions for LGBT families 	<p><u>Readings:</u></p> <ul style="list-style-type: none"> APA report Lavener et al
4/10	<p>INTERVENTIONS WITH FAMILIES IN POVERTY</p> <ul style="list-style-type: none"> Parenting in the context of poverty Unique components of interventions for poor families 	<p><u>Readings:</u></p> <ul style="list-style-type: none"> Parenting and poverty report Leijten et al Mortensen & Mastergeorge Brotman et al
4/17	<p>PARENTING ACROSS CULTURES</p> <ul style="list-style-type: none"> Theories of culture and parenting Parenting in a new cultural context 	<p><u>Readings:</u></p> <ul style="list-style-type: none"> Harkness & Super Garcia Coll & Pachter Rogoff Greenfield et al Keller et al
4/24	<p>INTERVENTIONS WITH ASIAN AMERICAN FAMILIES</p> <ul style="list-style-type: none"> Parenting in ASA cultures Unique components of interventions for ASA families 	<p><u>Readings:</u></p> <ul style="list-style-type: none"> Lau Lau et al Reid et al
5/1	<p>INTERVENTIONS WITH AFRICAN AMERICAN FAMILIES</p> <ul style="list-style-type: none"> Parenting in AA cultures Unique components of interventions for AA families 	<p><u>Readings:</u></p> <ul style="list-style-type: none"> Brody et al Katz et al Coard et al
5/8	<p>INTERVENTIONS WITH LATINO FAMILIES</p> <ul style="list-style-type: none"> Parenting in Latino cultures Unique components of interventions for Latino families 	<p><u>Readings:</u></p> <ul style="list-style-type: none"> Calzada et al Gonzales et al Williamson et al Prado et al
5/15	<p>WRAP-UP</p> <ul style="list-style-type: none"> Final papers due 	<p><u>Written Assignment:</u></p> <ul style="list-style-type: none"> Parenting Interventions for Marginalized Populations

IX. BIBLIOGRAPHY

***Several readings come from the Handbook of Parenting (2002; Ed. Marc Bornstein), which is available for download through the library.*

All other readings are available through the library, from Dr. Calzada and through Canvas.

THE ROLE OF PARENTS

- Baumrind (1971). Current Patterns of Parental Authority. *Developmental Psychology Monograph*, 4, 1 – 103.

THE UNIQUE ROLE OF FATHERS

- Parke, R.D. (2002). Fathers and Families. In Bornstein, M. (Ed). *Handbook of Parenting*, Vol 3, 27-74.
- Adamsons & Johnson (2013). An updated and expanded meta-analysis of non resident fathering and child well-being. *Journal of Family Psychology*, 27, 589-599.
- Bagner, D., & Eyberg, S.M. (2003). Father involvement in parent training: When does it matter? *Journal of Clinical Child and Adolescent Psychology*, 32, 599-605.
- Fetcheri, R., Freeman, E., Matthey, S. (2011). The impact of behavioural parent training on fathers' parenting: A meta-analysis of the Triple P-Positive Parenting Program. *Fathering*, 9, pp.291-312.

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.
- Klahr, A.M., & Burt, S.A. (2014). Elucidating the etiology of individual differences in parenting: A meta-analysis of behavioral genetic research. *Psychological Bulletin*, 140, 544-586.
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INTERVENTIONS ACROSS DEVELOPMENTAL STAGES (PART 1)

- 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.
- 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.
- Borden, L.A., Schultz, T.R., Herman, K.C., & Brooks, C.M. (2010). The Incredible Years Parent Training program: Promoting resilience through evidence-based prevention groups. *Group Dynamics: Theory, Research and Practice*, 14, 230-241.

- Thomas, R., & Zimmer-Gembeck, M.J. (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.

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*.

INTERVENTIONS WITH SPECIAL NEEDS CHILD POPULATIONS

- Allen, B., Timmer, S.G., & Urquiza, A.J. (2014). Parent-Child Interaction Therapy as an attachment-based intervention: Theoretical rationale and pilot data with adopted children. *Children and Youth Services Review*, 47, 334-341.
- Carpenter, A.L., Puliafico, A., Kurtz, S., Pincus, D., & Comer, J. (2014). Extending Parent-Child Interaction Therapy for early childhood internalizing problems: New advances for an overlooked population. *Clinical Child and Family Psychology Review*, 17, 340-356.
- Pfiffner, L., Hinshaw, S., Owens, E., Zalecki, C., Kaiser, N., Villodas, M., & McBurnett, K. (2014). A two-site randomized clinical trial of integrated psychosocial treatment for ADHD-Inattentive Type. *Journal of Consulting and Clinical Psychology*, 82, 1115-1127.
- Roux, G., Sofronoff, K., & Sanders, M. (2013). A randomized controlled trial of group Stepping Stones Triple P: A mixed-disability trial. *Family process*, 52, 411-424.

INTERVENTIONS WITH SPECIAL NEEDS ADULT POPULATIONS

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- Eddy, J. Mark; Martinez, Charles R.; Burraston, Bert. (2013). Relationship processes and resilience in children with incarcerated parents: VI. A randomized controlled trial of a parent management training program for incarcerated parents: Proximal impacts. *Monographs of the Society for Research in Child Development*, 78, 75-93.
- Sanders, M., & Pidgeon, A. (2011). The role of parenting programmes in the prevention of child maltreatment. *Australian Psychologist*, 46, 199-209.
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EFFECTIVENESS OF INTERVENTIONS

- 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.
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INTERVENTIONS WITH LGBT PARENTS

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- Lavner, J.A., Waterman, J., & Peplau, L. (2014). Parent adjustment over time in gay, lesbian, and heterosexual parent families adopting from foster care. *American Journal of Orthopsychiatry, 84*, 46-53.

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>
- 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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- Harkness, S., & Super, C.M. (2002). *Culture and Parenting*. Handbook of Parenting.
- Coll, C.G., & Pachter, L.M. (2002). *Ethnic and Minority Parenting*. Handbook of Parenting.
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INTERVENTIONS WITH ASIAN AMERICAN FAMILIES

- Lau, A. Reflections on adapting parent training for Chinese immigrants: Blind alleys, thoroughfares, and test drives. In G. Bernal & Domenech Rodriguez, M. (Eds). *Cultural Adaptations. Tools for Evidence-Based practice with diverse populations.* pp. 136 – 156. United Book Press: Baltimore, MD.
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