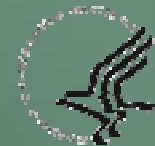


Who comes to groups?

Barriers to participation in a longitudinal parenting group intervention

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The findings and conclusions in this presentation have not been formally disseminated by the Centers for Disease Control and Prevention. They do not represent and should not be construed to represent any agency determination or policy.



Background

- Enhancing parenting skills in at-risk populations is a process that takes time.
- Longitudinal interventions may be needed
- Barriers to attendance and participation may make them difficult to implement



Research Question:

What factors influence participation in Legacy for Children^(TM) parenting groups?

- Baseline Characteristics
- Program Response Factors



Method

- Baseline Assessment
- Parent Satisfaction Survey
 - Conducted annually in the summer
 - All mothers who attend at least one session in 6 months prior to interview are eligible
 - Telephone survey
 - Data analyzed to date: 2004 - 2006

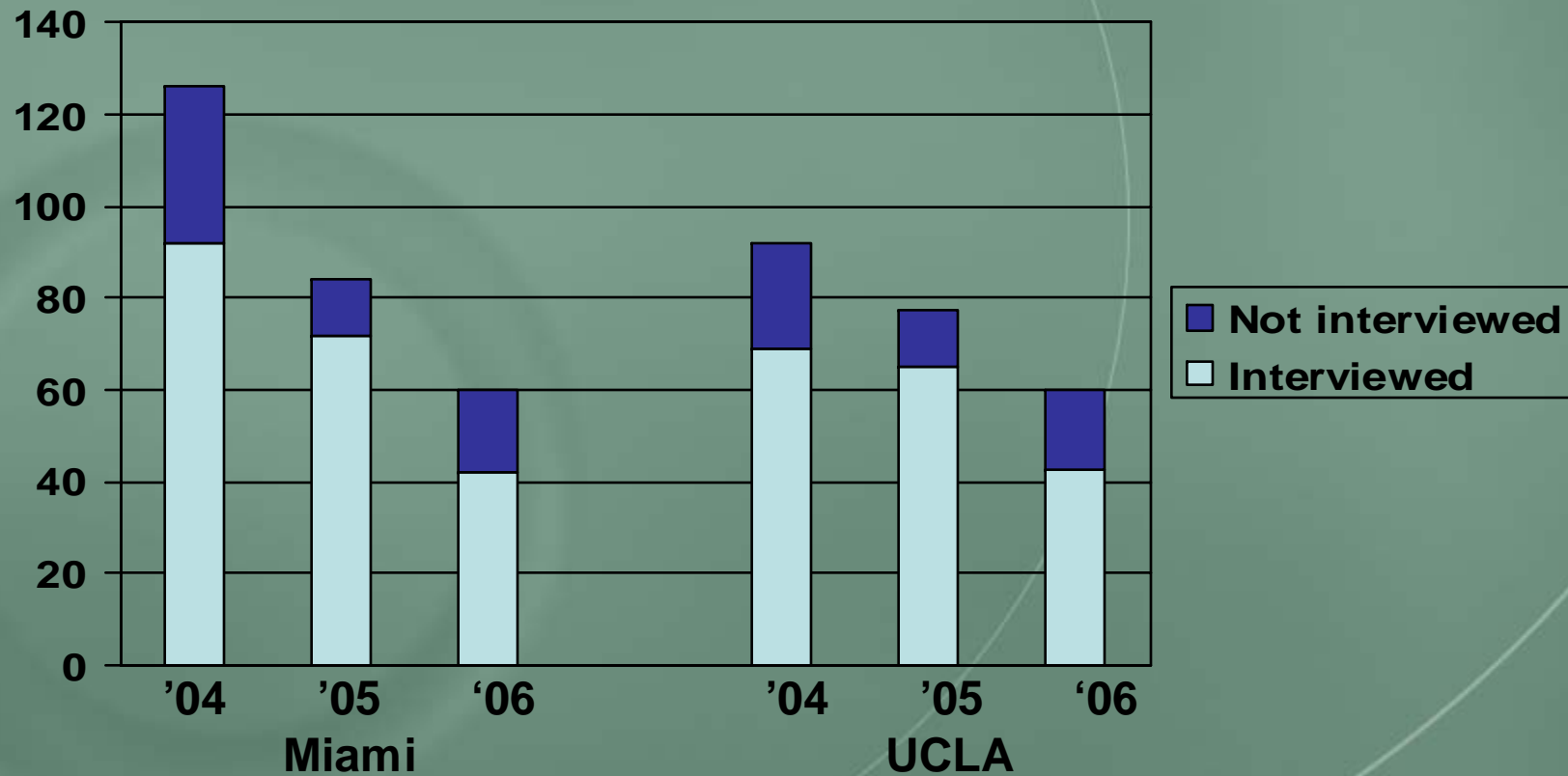


Analysis

- Comparison of mothers who participated across 3 study years with those who did not
- Eligibility for survey as a proxy for participation
- Comparisons
 - Ever participated vs. never participated
 - Participated throughout vs. participated in one year but did not continue the following year



PSS Sample Eligibility Across Years



Changes in Eligibility

- Eligible in 2005 but not 2004: 21 mothers
- Eligible in 2006 but not 2005: 10 mothers

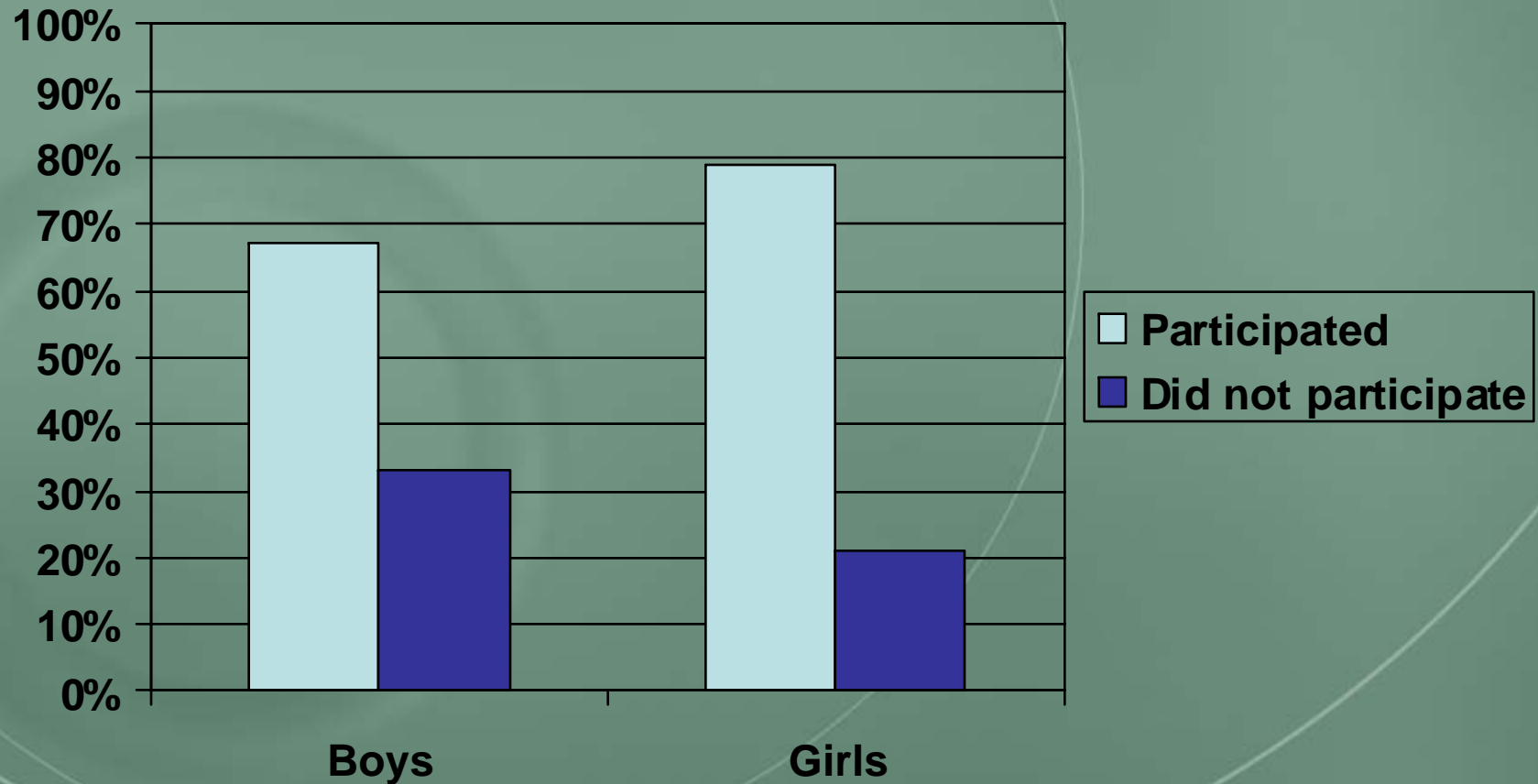


Who Comes to Groups?

Demographic Factors
(assessed at baseline)



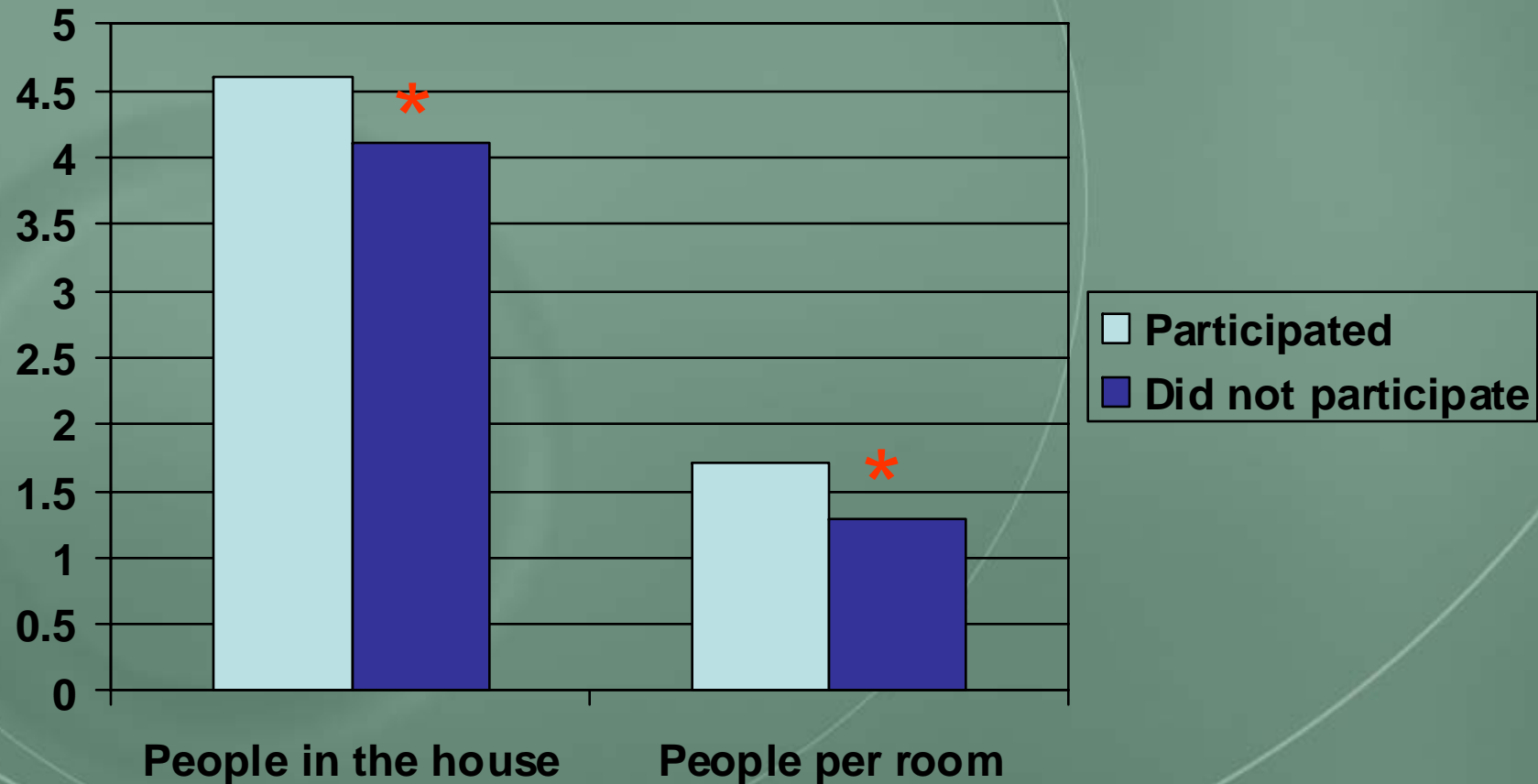
Gender of Child



** Difference statistically significant*



Home Environment



* Difference statistically significant



No differences

- Income
- Marital status
- Mother's education
- Number of moves
- Race/ethnicity
 - Marginal effect- African American were less likely, Hispanic and Caucasian evenly, and non-Hispanic other were more likely to attend
 - Marginal effect for language spoken in home- mothers who spoke English were less likely to participate



Who Comes to Groups?

Maternal Characteristics
(assessed at baseline)



Significant Differences

Mothers who ever participated

- Higher social self-efficacy
- Lower social confidant support



Not Significant

- Affective or instrumental support
- Knowledge of child development
- Parenting attitudes
- Stress
- Coping
- Dyadic adjustment
- Perception of neighborhood



Who Continues to Come to Group? Changes over time

- Mothers who continued attending in 2005 and 2006
 - Lower in self-efficacy
 - No differences in other factors

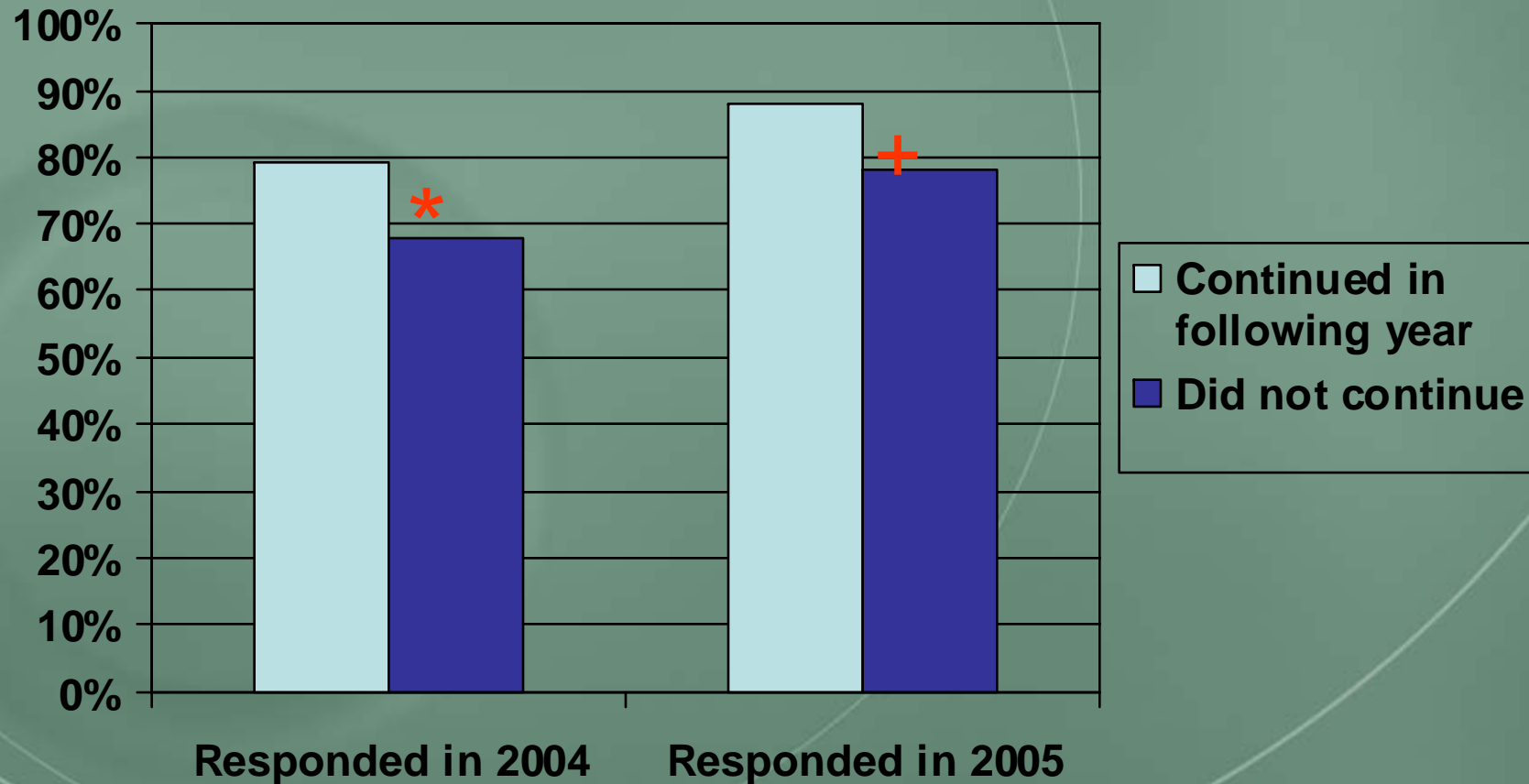


Who Continues to Come to Group?

Program Response Factors



Survey Response Rate



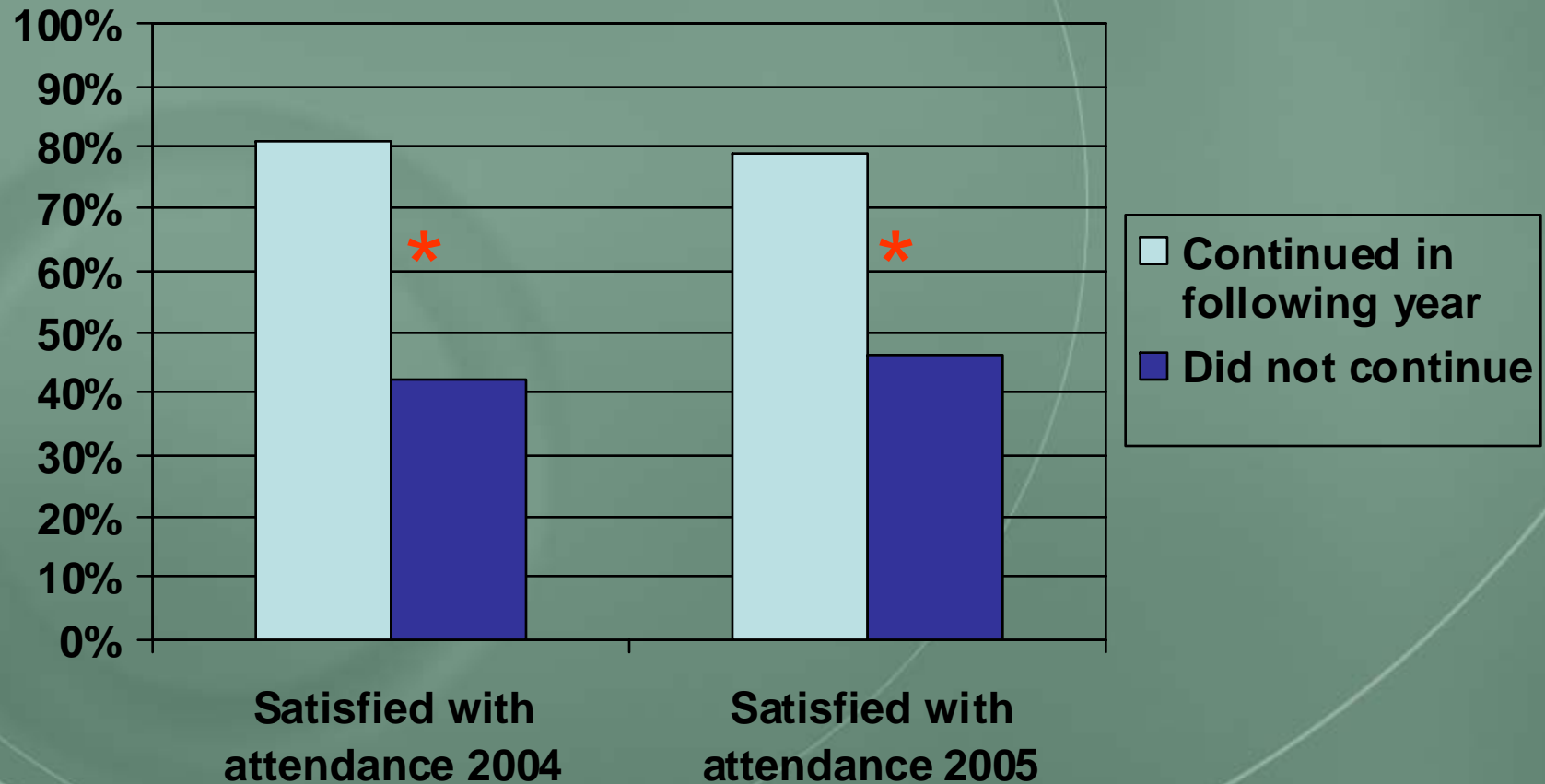
* Difference statistically significant
+ Difference statistically marginal

PSS Questions

- **Attendance**
 - Satisfaction with attendance
 - Barriers to attendance
- **Perception of *Legacy for Children*TM**
 - Overall expectations and satisfaction
 - Helpfulness of program components
- **Perception of the Groups**
 - Difference to other groups
 - Feelings about the groups
- **Perception of Group Leader/Information Specialist**
 - Leadership and communication skills
- **Effect of Legacy on Mothers**
 - Changes in parenting views
 - Changes in confidence about parenting



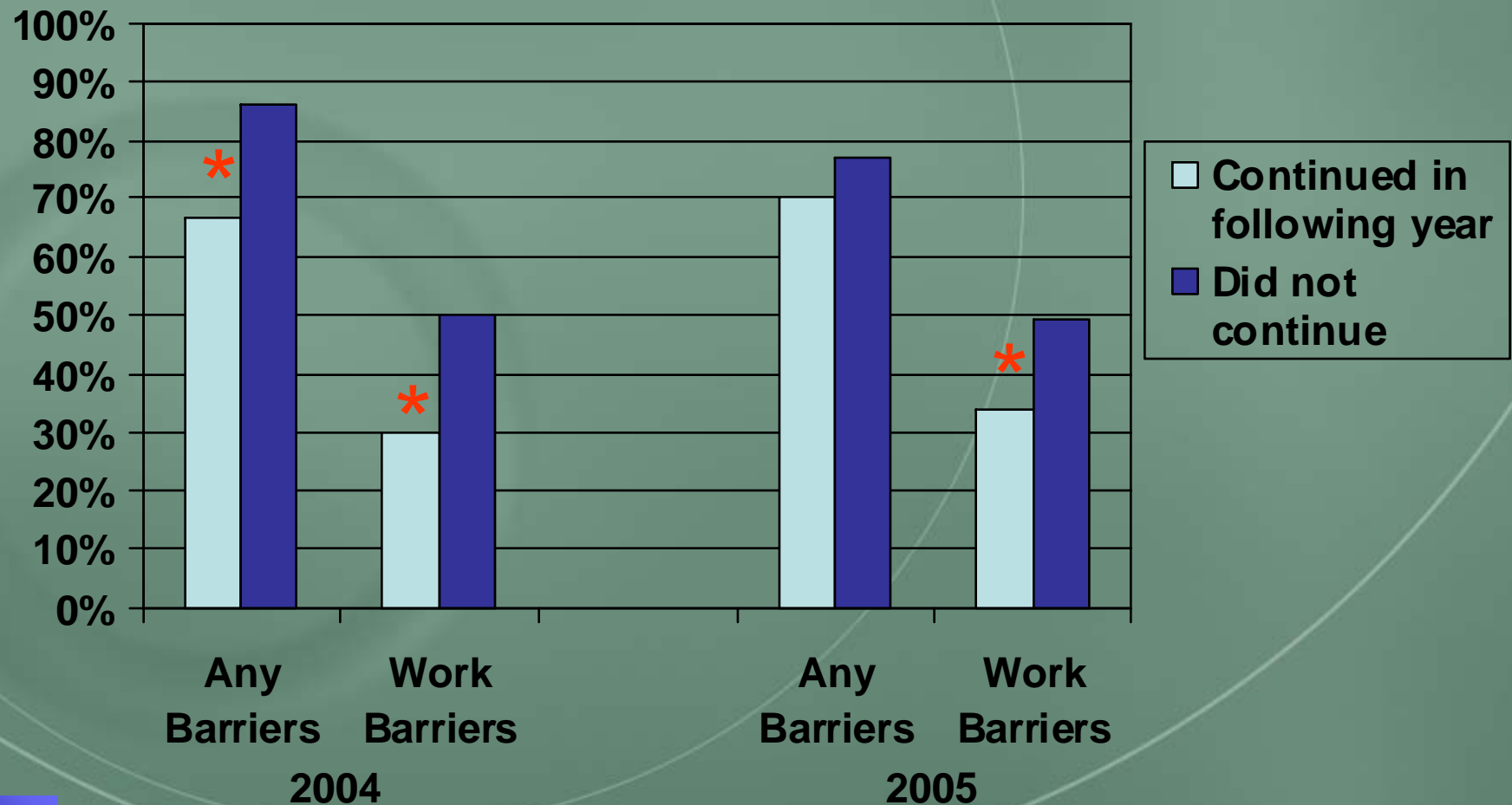
Attendance



* *Difference statistically significant*



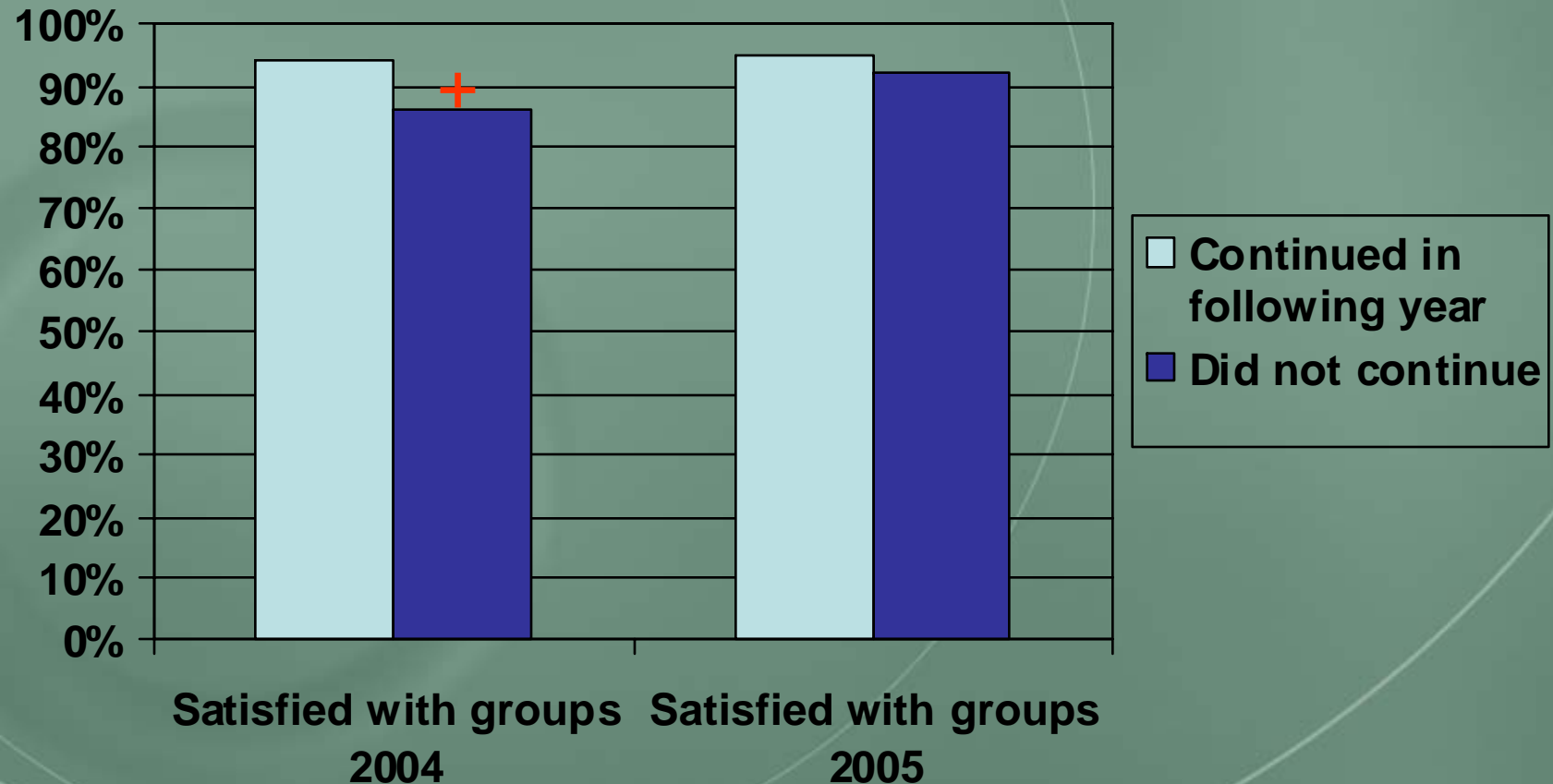
Barriers to Attendance



* Difference statistically significant



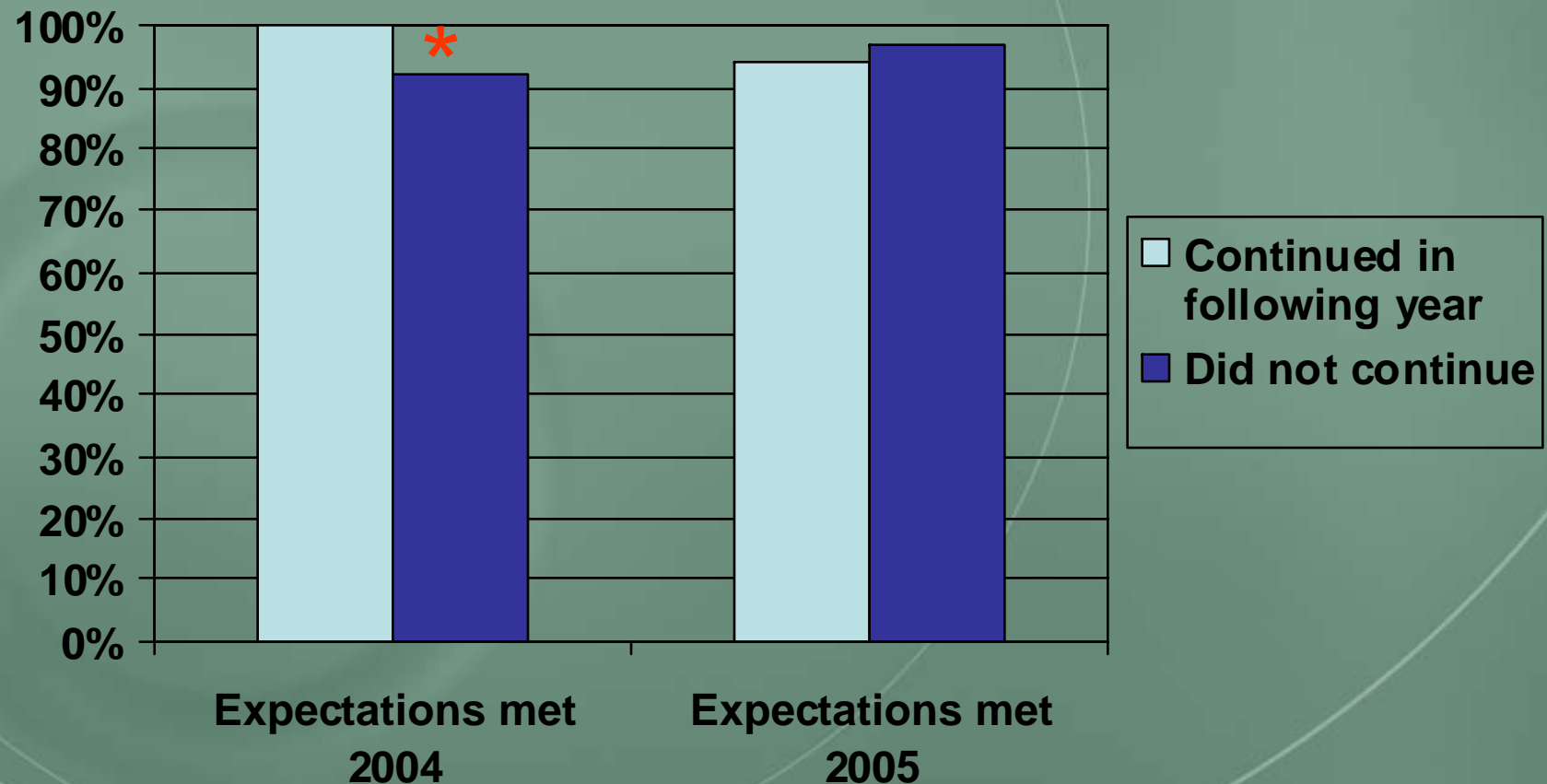
Satisfaction with Groups



+ *Difference statistically marginal*



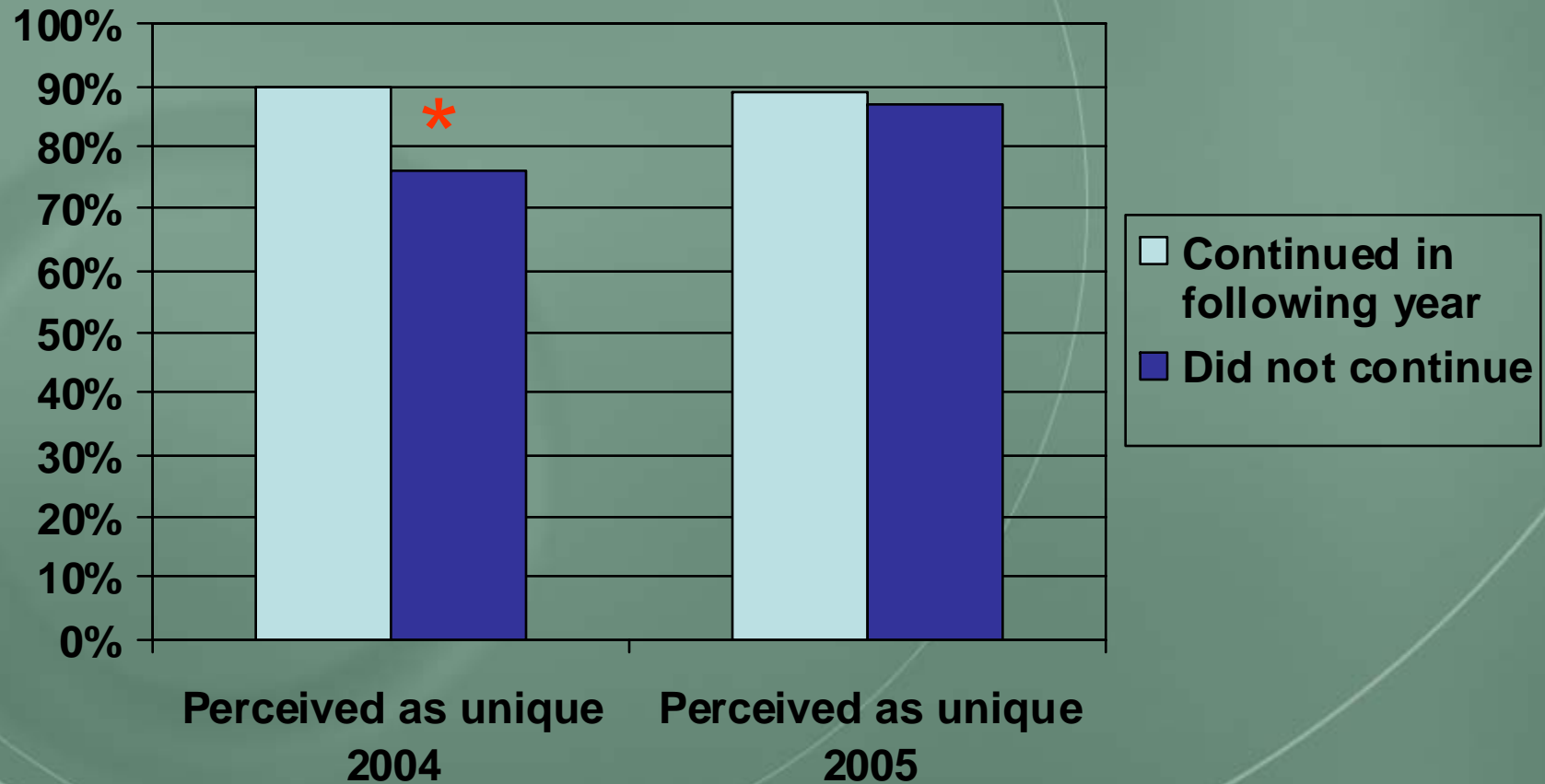
Expectations About Groups



* Difference statistically significant



Group is Unique



* Difference statistically significant



Perception of Group and Leader

Unrelated to continued attendance:

- No difference in
 - Leader's skills, knowledge, feedback, attentiveness
 - Feeling close, supported, important, belonging, being self.
 - No differences when comparing mothers who endorsed any negative answer to group related question, versus those who did not



Perception of Program Effects

Mostly unrelated to continued attendance:

- No difference in
 - Perceived changes in parenting views
 - Confidence in parenting, disciplining, child safety, or helping child learn
 - Perceived helpfulness of program activities
- Self-efficacy
 - Mothers who stayed eligible in 2005 reported increased confidence about their influence on child's future in 2004
 - Not significant the following year



Summary

- The most significant barrier to continued program participation were external factors like work



- Expectations and satisfaction affected whether mothers continued in the second year, but did not affect participation in the third year



Conclusions

- The findings suggest that external attendance barriers more than program aspects may determine longitudinal participation.
- Public health interventions may benefit from addressing external barriers to the extent feasible.



Thank You

