

Circle of Security™-Parenting



2018 Report of Nebraska

Data Published May 2019

Commissioned by Nebraska Children and Families Foundation



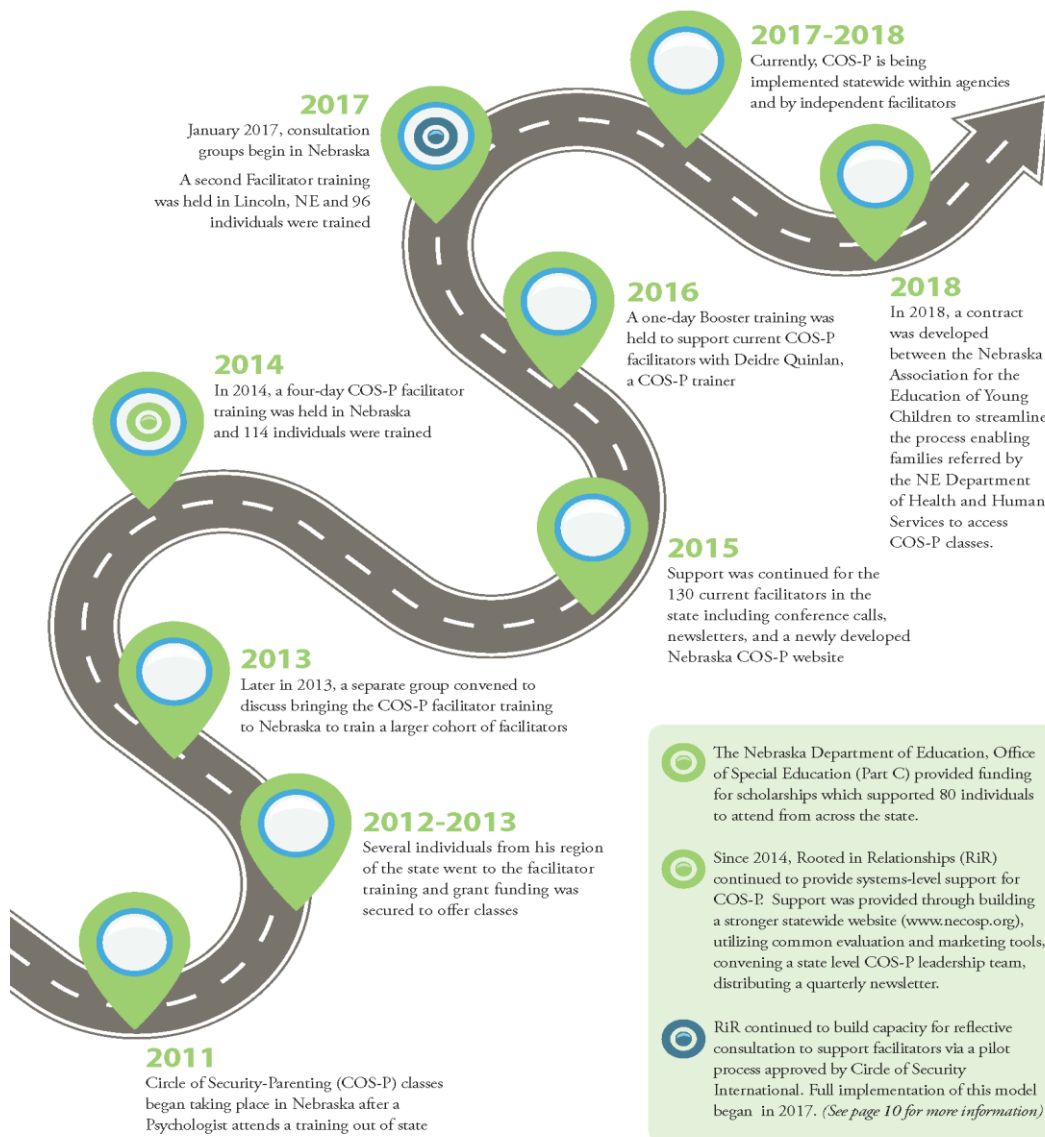
Interdisciplinary Center for Program Evaluation

Collaborate. Evaluate. Improve.

Circle of Security™-Parenting in Nebraska History

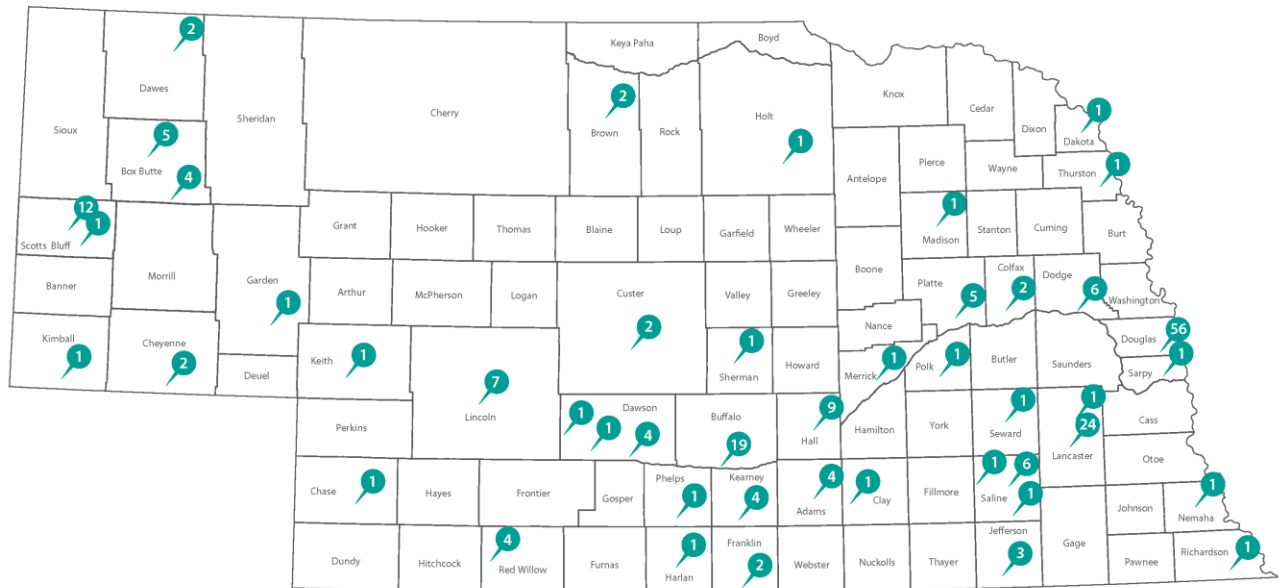
Circle of Security™-Parenting (COS-P) is an 8-week parenting program based on years of research about how to build strong attachment relationships between parent and child. It is designed to help parents learn how to respond to their child's needs in a way that enhances the attachment between parent and child. It helps parents give their children a feeling of security and confidence so they can explore, learn, grow and build positive relationships; all essential skills for life-long success.

A History of Circle of Security - Parenting in Nebraska



COS-P is being implemented across Nebraska. There are 216 trained parenting facilitators across 50 communities.

Registered Circle of Security Parenting Facilitators



Updated June 18, 2019

Circle of Security™-Parenting (COS-P) Evaluation

Nebraska's evaluation process for COS-P includes the use of standardized evaluation forms and submission of data to Nebraska Children & Families Foundation or Munroe-Meyer Institute. Participants complete a pre-post retrospective survey (available in both English and Spanish) at the end of the COS-P sessions. This 9-item survey asks participants to assess their parenting stress, parent-child relationship, and parenting skills. In addition, facilitators complete a survey that describes the session logistics and provides feedback on the session and their own reflective consultation. Attendance data is submitted for each class series.



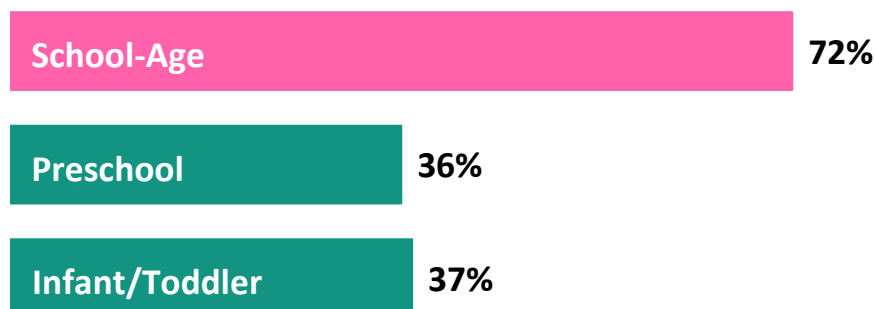
The evaluation results presented in this report are not representative of all COS-P classes that occurred in Nebraska. Classes that are funded via Nebraska Children and Families Foundation are required to submit evaluation data and other facilitators are encouraged to use the evaluation tools and submit their data to the statewide pool of data. Evaluation data was submitted for 63 COS-P class series that were completed in 17 counties. Most of the offerings were sponsored by Rooted in Relationships or Child Well-Being communities. Other primary sponsors submitting data included KidSquad, Behavioral Health Regions, Department of Health and Human Services, and Sixpence.

Who participated in COS–P classes?

A total of 420 participants completed the evaluation surveys from the 63 COS-P classes held across the state. Throughout the analyses, there will be different numbers of participants that completed each item. The majority (90%) of the participants in the COS-P sessions were parents. Other groups represented included: grandparents (2%), foster parents (2%), and other (6%). These participants were primarily female (80%) and were in the 19-30 (35%) and 31-50 (52%) age groups. The participants on average had three children with a range of having 0 to 12 children. The ages of most of the children were distributed across three age groups, infants and toddlers, preschool, or school age. Most of the children were school age. The majority of the children (60%) were eligible for Child Care Subsidy or Free and Reduced Lunch.

Both the race and the ethnicity of the participants were reported. Most of the participants were white (race) (73%); however, of this group, 34% noted their ethnicity was Hispanic. These results suggest that there has been good outreach to the Hispanic population as 9% of the state population is Hispanic.

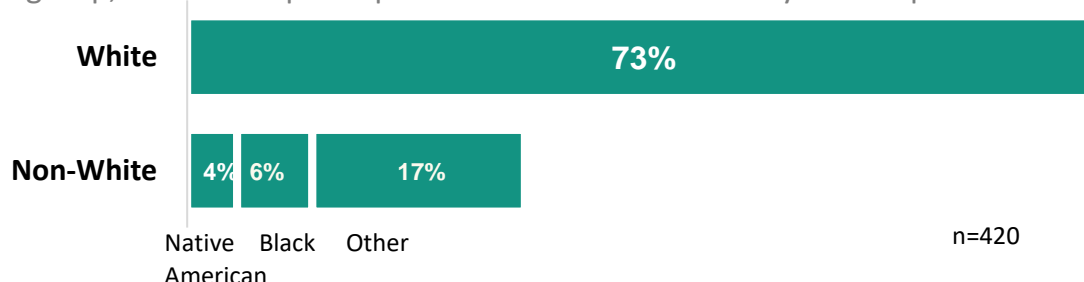
Participants had children that spanned a wide-range of ages.



n=420

The race of most participants was white.

Of this group, 34% of the participants indicated their ethnicity was Hispanic.



n=420

Why did individuals participate in COS-P?

Participants joined a COS-P class for a variety of reasons. Primarily, participants were interested in better understanding their child's needs, improving their parenting skills or improving their relationships with their children. As one participant stated, "To gain better parenting tips than what I grew up with" or as another expressed, "I wanted to help myself better understand why my child acts the way he does and how I can react to meet his needs." Some parents sought out the class to support them in addressing a special need of their child, such as challenging behaviors, dealing with trauma, or an understanding of their child's needs as it relates to their disability (e.g. ADHD). "On the advice of our daughter's therapist, we felt it would be helpful in addressing issues related to parenting an adoptive child with issues related to trauma."

Many found out about the classes from other parents or professionals (e.g., social services, child care, therapists) and came based on those recommendations and some joined as a court requirement. As one person who was court ordered to take the class reported, "Honestly because I had gotten into trouble and I wanted to do anything and everything needed to have my family together." Several professionals participated as part of a work training or interest in having a better understanding of parent-child relationships, "we need all the tools we can get to help us develop better relationships with the children we work with."

Facilitators reported that a variety of different supports were made available to increase participant access to COS-P. Many of the sessions included child care (32%), food (52%) and incentives (30%), which included gift cards or pool and zoo passes. Only five programs provided transportation for the participants.

How did participants evaluate their COS-P experience?

Participants were asked about parenting stress, their relationships with their children, and confidence in their parenting skills in a retrospective pre-post survey. A total of 420 individuals completed the survey. The results of the data were analyzed in two different ways. First, a statistical analysis (a paired t-test) was completed to determine if there was a significant change in participants' perception by the end of the COS-P series across the program identified outcomes. There were significant positive differences found between overall scores at the beginning of the group ($M=2.89$, $SD=.757$) and scores at the groups' conclusion [$(M=4.28$ $SD=.459$); $t(391)=-32.776$, $p<.001$, $d=1.657$, two-tailed test]. These results suggest a strong meaningful effect size. The second analysis examined the percentage of participants who rated their skills positively in three outcomes areas (a rating of agreed or strongly agreed), after the COS-P class series. The results found very high percentages of participants rated their parenting skills and relationship positively and their relationship with their children very positively by the final session. Slightly under half (47%) of the parents reported low stress related to their parenting at the end of the COS-P sessions; an increase from the pre-assessment, where only 12% reported low stress related to their parenting. These results suggest a decrease in parenting-related stress after participation in COS-P. Many of the

parents (65%) began the training with strong relationships with their children with almost all (93%) noting a positive relationship with their child at the conclusion. The most gains were made in the areas of positive parent-child interactions in which they changed from 11% at 93% rating their overall parenting skills positively at the end of the session.

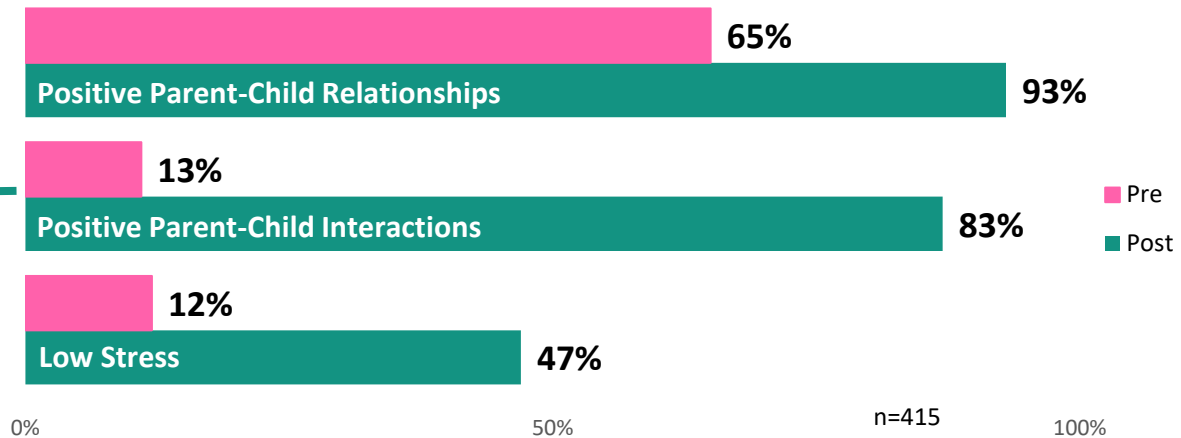


"I feel like this has revolutionized how I see myself and my abilities to relate to my daughter, my husband and other members of my family."

...A Parent

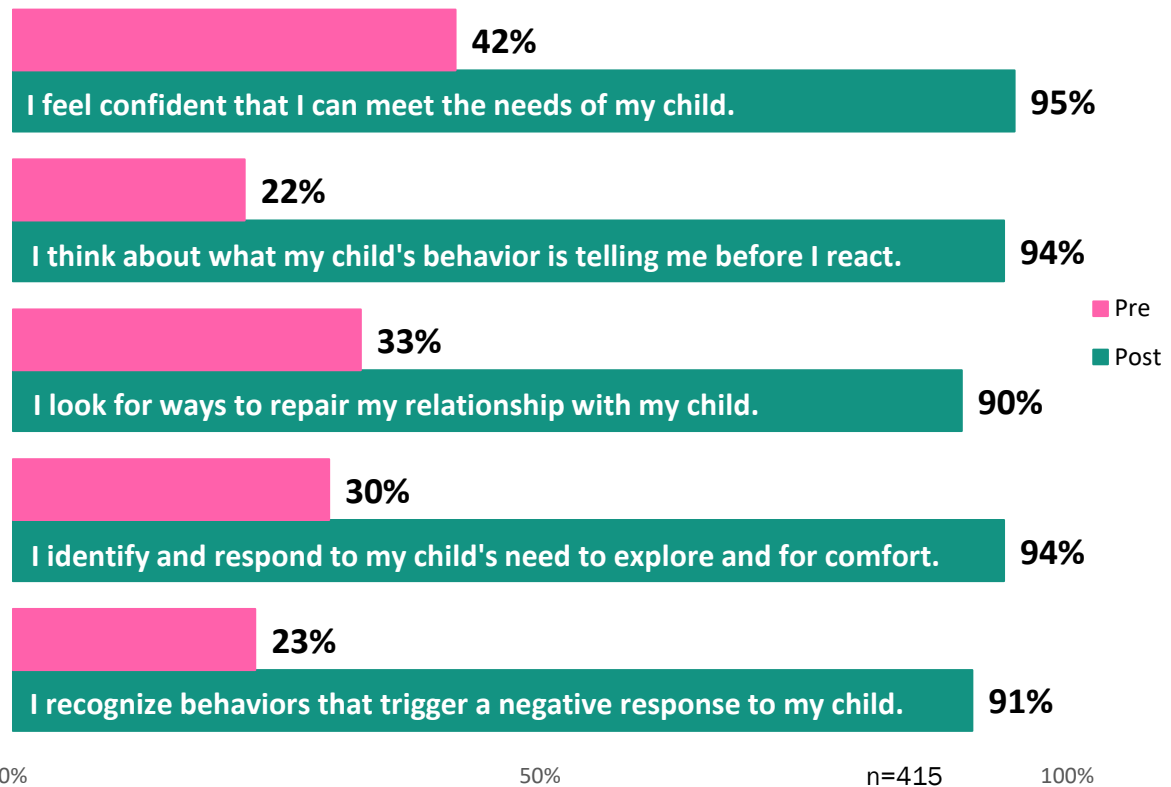
Most of the participants met the program goal in adopting positive parent-child interactions and had positive parent-child relationships.

Parenting stress was lowered by the end of the COS-P session.



Positive Parent-Child Interaction Items: Parents make gains across all areas.

The most gains were made using the child's behavior to understand their needs and recognizing the triggers for a negative response to their child.

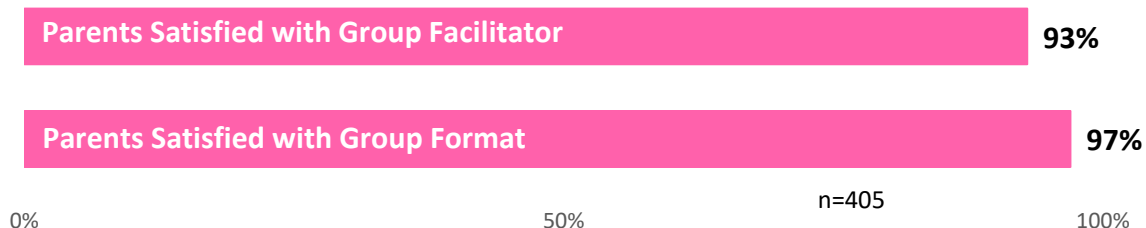


What did participants tell us about their experience?

A total of 409 of the 420 participants completed the satisfaction survey. Participants were very positive about their COS-P experience, using descriptors such as "eye-opening", "awesome", and "very helpful". Many commented on the benefits of participating in the class, specifically how it helped them to gain parenting skills, improve their ability to meet their child's needs, or improve their relationship with their children.

As one parent indicated, "I learned so much regarding child development". Another parent pointed out, it was a "good way to relieve a bit of stress and to reconnect with my kids". Most importantly, they described how their relationships improved, "It has helped me a lot and I can honestly say it has and will continue to change my relationship with my kids". Not only was it beneficial to parents, several recommended it for teachers and therapists. As one parent reported, "This should be required for any divorce mediation". Overall, the participants rated the group format (97%) and their facilitator very positively (93%).

Nearly all of the participants agreed or strongly agreed that the group format was helpful and the COS-P facilitator did a good job facilitating the group.



"Good way to relieve a bit of stress and to reconnect with my kids. Helps me better handle my children's emotional needs and seeing me do so has inspired my husband to do better and want to also take the class himself."

...A Parent

Success Story

One grandmother, raising her 6-year-old grandson, felt shark music with her grandson several times a day. Coming home from work to see him was stressful. By the end of the class, he was not having meltdowns or tantrums daily. The grandmother felt happier in the relationship and looked forward to coming home. Her state of mind shifted from "cannot do this" to "can do this".

What did COS-P facilitators tell us about their experience?

Facilitators confirmed many of the benefits that the participants described. One predominant theme was the parents' discovery of how their past reflected on how they interacted with their children. As one facilitator indicated, "Mostly everyone could reflect back and know how to call out their shark music". Additionally, they saw parents growing in their ability to share and support other parents in the sessions. Many noted that parents were able to "see past their child's behaviors and see what their child needed". Not only did participants gain understanding of the concepts discussed, many also changed their language and behaviors. One therapist found that most parents who came into class expressed guilt over their past parenting "fails" and expressed uncertainty of their parenting skills. "By the end of class, it seemed like most/majority of guilt had been lifted and new confidence instilled. My favorite moment was when a participant came to the realization that kids even have shark music and her as a parent needed to be aware of that as well."

Facilitators were asked to describe any challenges or suggestions for improving COS-P classes. Overall, there were limited challenges reported, but several recommendations were suggested to improve their sessions:

- Additional supports would be helpful to facilitate parents' participation including child care or availability of meals.

- Several recommended the use of “commitment contracts” at the first class to parents understand the importance of attendance.
- Continue to identify strategies to “stay on target with the content of COS-P, which also gives the parents the opportunities to feel heard with everything that is going on in their personal lives”. Use of a parking lot strategy that allows discussion of topics outside of the COS-P might be a possible solution at the end of the session.
- Continue to build the facilitators’ own reflective practice skills and use them as a strategy within the class process.
- For specific settings, such as the correctional center classes and the permanency unit, specific strategies were recommended to enhance the experiences within those settings.
- Incorporate mindfulness techniques as part of the classes.
- Cushion the educator’s time right before and after class in order to decompress and improve the practice of “being with” the class during each session.

What did Facilitators tell us about Reflective Consultation?

All COS-P facilitators were provided the opportunity to participate in reflective consultation via video conference. Of the 13 who participated in consultation, most participated either in weekly sessions (31%) or in sessions one to two times per month (46%). RiR supported four consultants to offer six different reflective consultation opportunities in 2018. Each series of reflective consultation sessions lasted for eight weeks and consultation was provided weekly. Based on follow-up surveys, COS-P facilitators reported that the reflective consultation helped them understand the COS-P concepts, identify areas that they struggled and overall was beneficial to them as it helped them to improve their practices. .

Thoughts on Reflective Consultation

Giving me the opportunity to take a step back and think about how I was meeting parents' needs in class, it is a very parallel process to how we want parents to step back and think about how they are meeting their children's needs.

A COS-P consultant

The COS-P process is about activating a parent's capacity to reflect on his or her reactions, "Shark Music", to their children needs in a variety of situations. Facilitators who use the opportunities for reflective consultation are able to more effectively develop that inner ability to reflect on their own Shark Music. In order to reflect with others we have to capitalize on opportunities to reflect for ourselves.

Mark Hald, PhD, LP

COS-P Facilitator and Fidelity Coach.

Conclusions

- Circle of Security™-Parenting was effectively implemented across communities with parents demonstrating significant increases in parenting skills, improved relationships with their children, and decreased parenting stress.
- Parents reported that the structure of the class and the facilitators were highly effective.
- Parents reported that Circle of Security™-Parenting benefited them by helping them to gain parenting skills, improve their confidence, and/or enhance the relationship with their children.



“Really enjoyed being with other parents. Trainer’s wisdom and calm presence made me comfortable talking about uncomfortable topics.”

...A Parent

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