

# Using Core Components to Optimize Family-Based Prevention in Title 1 Schools

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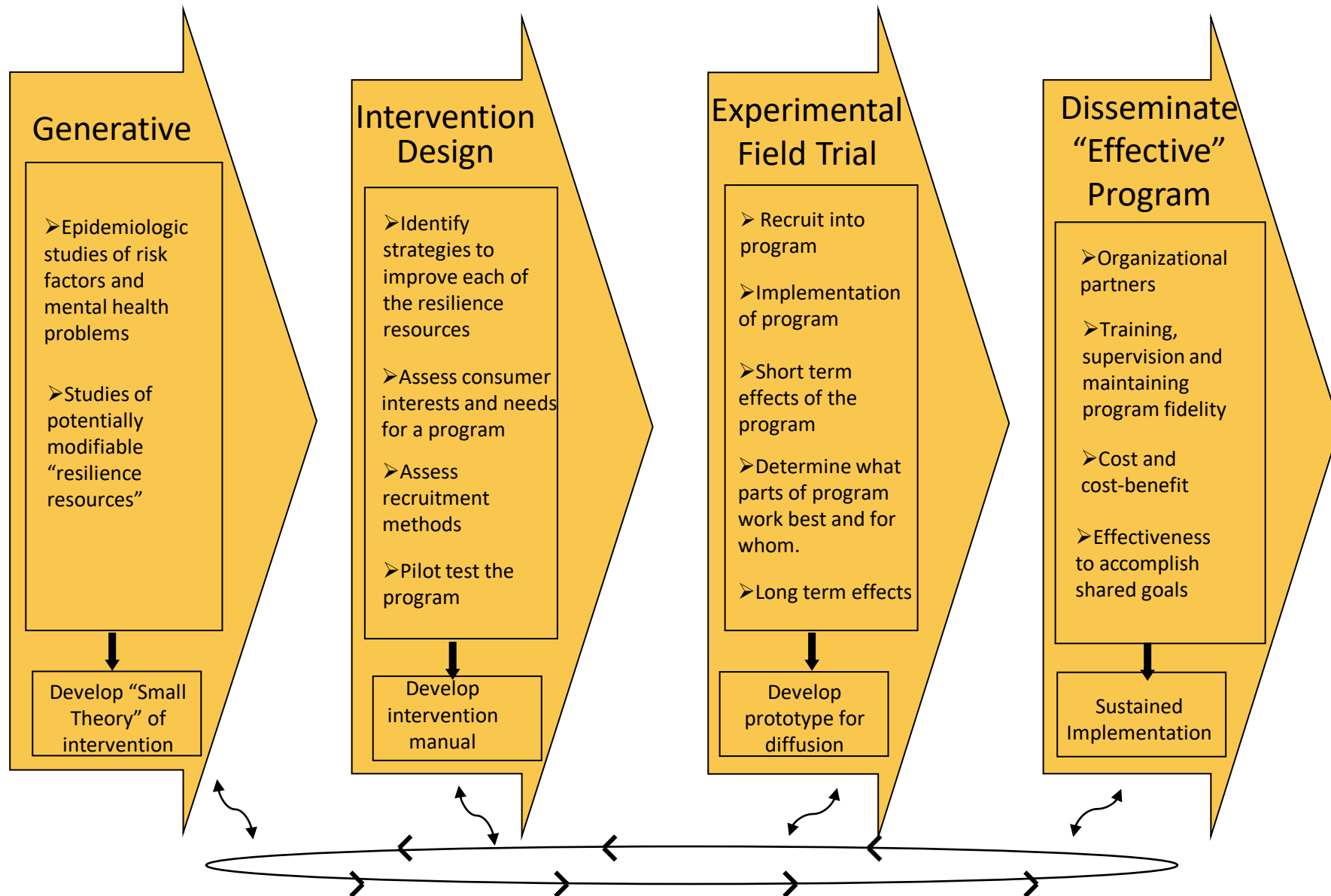
# CORE COMPONENTS

Identifying core components can make research on evidence-based interventions (EBIs) more generalizable and EBIs more adaptable and scalable when implemented in social service settings.

(Blase, K. & Fixsen, 2013; Chorpita, Daleiden, & Weisz, 2005; Ferber, Wiggins & Sileo, 2019; Rotheram-Borus et al, 2018; Sutcliffe, Thomas, et al., 2015).



# Phases of the Prevention Research Cycle



# School Based Promotion and Prevention

- Meta-analyses support efficacy of school-based interventions to promote socio-emotional learning and prevent multiple problem outcomes.
- Combined parent-youth programs offer strongest evidence of long-term effects on substance use and disorders.

(Durlak et al., 2010; O'Mara & Lind, 2013; Van Ryzin et al., 2016; Weisz et al., 2005)



# A Middle School Promotion and Prevention Program



Targets the middleschool transition as key turning point for students and families to promote lifelong success

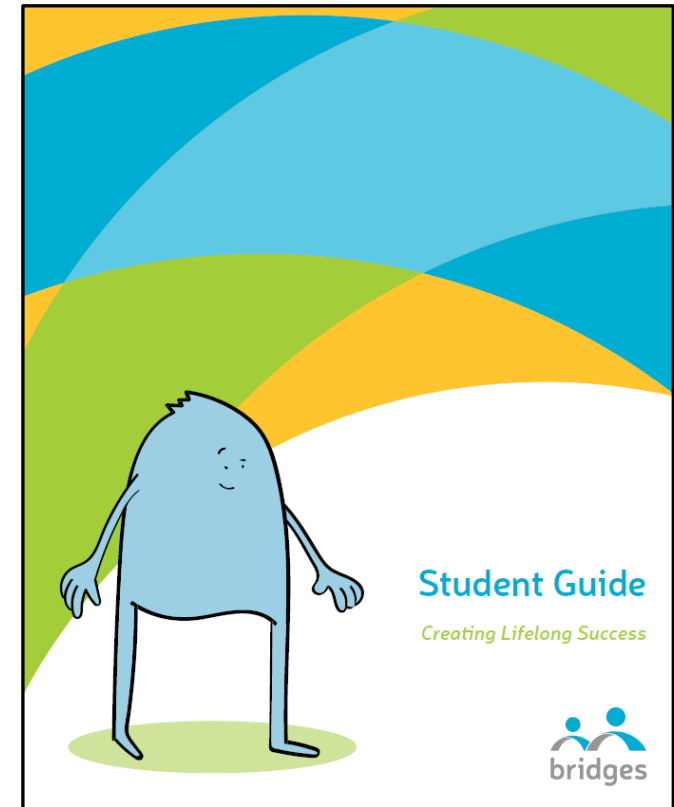
Parents and Teens attend highly interactive sessions with other parents and teens

Original Program was 9 Sessions + 2 Home Visits + School Liaison

# Goals of Teen Program

Uses skills training, home practice, peer-to-peer mentoring to:

- Promote Future Possible Selves and School Engagement
- Increase youth Self Regulation and Coping Skills



# Goals of Parent Program

Uses skills training, home practice, parent-to-parent mentoring to:

- Strengthen parent-child bonds and communication
- Monitor and limit risk-taking
- Reduce negative, coercive family interactions
- Support student's academic motivation
- Increase parental school involvement and social capital
- Promote family & cultural strengths



# Goals of Family Meetings

- Parents and Teens Practice Skills Together
- Families affirm their role in school success
- Enhance family & cultural Strengths





# Bridges is Culturally Adapted

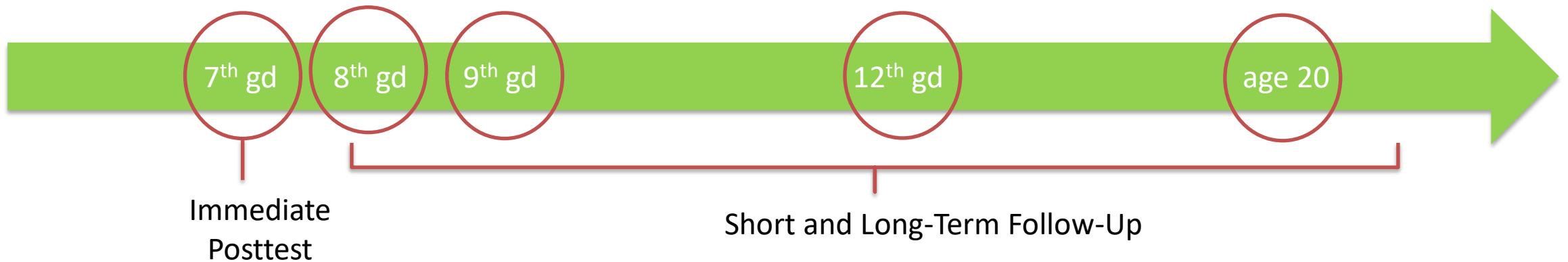
Emphasize Latinx family values

Emphasize education pathways to reduce income  
and health disparities

# THE POWER OF BRIDGES

## (Evidence of Program Efficacy)

- We evaluated Bridges in a randomized trial with 516 Mexican American families.
- Families received the program in 7<sup>th</sup> grade (separate groups for Spanish vs. English).
- The control group received a two-hour, interactive parent-teen workshop.
- Core components and outcomes were evaluated at posttest and follow-up:



# THE POWER OF BRIDGES

## (Evidence of Program Efficacy)

- Proven Benefits For Families (compared to control condition)
  - Improved family relationships in middle school
  - Strengthened parenting skills in middle school (monitoring, discipline, reinforcement)
  - Less depressive symptoms for mothers in middle school
  - Reduced parent-teen conflict in high school
  - Increased family cohesion in middle and high school

# THE POWER OF BRIDGES

## (Evidence of Program Efficacy)

### – Proven Benefits For Teens

- Increased coping efficacy and school engagement
- Fewer school discipline problems in middle school
- Higher rates of high school graduation
- Lower rates of drug and alcohol use in middle and high school
- Fewer substance use disorders as young adults
- Early users benefited the most

**Kids in control group were 2.5 times less likely to experience a lifetime AUD compared to those in the Bridges intervention**

Gonzales, Dumka et al., (2011) *Journal of Consulting and Clinical Psychology*; Gonzales et al. (2014) *Prevention Science*; Jensen et al., (2015) *Journal of Clinical Child and Adolescent Psychology*; German, Gonzales, West et al., (2016) *Cultural Diversity and Ethnic Minority Psychology*; Gonzales, Jensen, Tein et al. (2017) *JAMA*.

bridges

POST-TEST EFFECTS ON TARGETED MEDIATORS (CORE COMPONENTS)  
WERE MODERATED BY LANGUAGE AND BASELINE RISK

SPANISH LANGUAGE GROUP	ENGLISH LANGUAGE GROUP
Maternal positive reinforcement	Maternal positive reinforcement
(Decreased) maternal harsh parenting*	Maternal monitoring*
Paternal monitoring*	Paternal supportive parenting*
Paternal consistent discipline*	Family cohesion
Adolescent coping efficacy*	
Adolescent school engagement*	

\* Higher risk families benefited more from the intervention

# Intervention Effects Increased Over Time

- Bridges effects on school engagement were stronger in the first year of high school (9<sup>th</sup> grade) than at posttest or one-year follow-up
- School engagement in high school mediated effects on depression/anxiety, problem substance use, and school enrollment in the senior year, and college enrollment at age 20
- Compared to control condition, Bridges was associated with marginal increase in parent-child conflict (especially between fathers and daughters) at posttest (7<sup>th</sup> grade), but a significant decrease in 9<sup>th</sup> grade parent-child that accounted for long-term effects on substance use, internalizing, and externalizing problems in 12<sup>th</sup> grade.
- Findings support power of Mediation to refine theory and identify Core Components

# Barriers to Implementation

- **Barriers to broad Dissemination**
  - Cost and Feasibility to Implement
  - Number of Sessions and Family Attendance
- **Decision to Streamline**
  - Survey of Schools suggested 4 sessions
  - Parents voted with feet (average attendance was 4-5 sessions)





## Core Components were used to Redesign and Streamline Delivery

- Redesigned in partnership with Title 1 schools
  - Focused on reduce number of core components identified in prior study
  - Resulted in 4 session program
  - Digitized to optimize delivery and cost
  - Eliminated home visits and school liaison

### Questions:

1. Are effects maintained on targeted outcomes?
2. Did we correctly identify and preserve correct core components responsible for program impact?



# BRIDGES OPTIMIZATION STUDY

## Sample

- 663 7<sup>th</sup> graders and families from 3 Title 1 Middle Schools;
  - 628 female caregivers, 292 male caregivers
  - 257 (38.7%) participated with two caregivers
- Mixed ethnicity (56% Latinx, 7.8% Mixed Latinx, 12.5% non-Hispanic White, 9.7% Black, 6.8% Native American, 7.2% non-Hispanic other)

## Procedures

- Recruitment through back-to-school events and school rosters
- Families randomized to 4 session Bridges or 2-hour control workshop/Blocked by Language
- Delivered in 7<sup>th</sup> grade, followed by 7<sup>th</sup> grade post-test and one-year follow-up (8<sup>th</sup> grade)

# EVIDENCE THE OPTIMIZED PROGRAM WORKED

- Effects on youth outcomes at 7<sup>th</sup> grade
  - Better grades
  - Fewer externalizing problem behaviors\*
  - Fewer internalizing problems (anxiety, depression)\*
- Effects on youth outcomes at 8<sup>th</sup> grade
  - Fewer externalizing problem behaviors\*
  - Fewer internalizing problems (anxiety, depression) \*
  - Less marijuana use

\* Note: Effects on these outcomes were stronger than original program

# EFFECTS ON PARENTING CORE COMPONENTS

Parenting Outcomes 7 <sup>th</sup> grade	Parenting Outcomes 8 <sup>th</sup> grade
Improvements in maternal discipline and mindful listening	Improvements in maternal discipline, positive reinforcement, and monitoring
Less maternal rejection and harsh parenting	Less maternal harsh parenting and rejection
Improvements in paternal discipline	Improvements in paternal discipline and monitoring
Less paternal rejection	Less paternal harsh parenting
Increase in father-child conflict and harsh parenting	

# PRELIMINARY FINDINGS ON MEDIATORS (CORE COMPONENTS)

- Stronger effects on Parent Mediators
- Retained effects on Family Cohesion
- Effects on Teen Mediators were not retained and in opposite direction in some cases (i.e., coping efficacy)

# What have we learned so far?

- Effects on some key outcomes were maintained with stronger effects at one-year posttest than original 9+ session program (i.e., marijuana use and externalizing).
- There appear to be tradeoffs associated with the streamlined program. Different pattern of effects on core components. Effects retained on parenting but not on teen components.
- These findings challenge whether we accurately prioritized Core Components that will lead to sustained effects. (Only time will tell)
- Understanding and identifying Core Components is critical to ensure program benefits are retained when adapting interventions for different delivery settings and populations.

# *Thanks!*

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