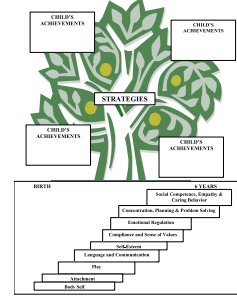


SUPPORTING EACH OTHER THROUGH PARENTING (SPA) PROGRAM

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Issues

Young children (ages 0 to 5) achieve certain emotional and social developmental capacities through the relationship they have with their parents, which is critical to forming a sound foundation for later development. Adolescents and young adults who parent children often experience a clash of developmental tasks -- their need for autonomy/self-sufficiency and the emotional demands of their young child. Thus, they represent a high risk group for multiple psychosocial problems associated with poor parenting outcomes. Young parents living with HIV/AIDS experience additional risk factors -- chronic illness, poverty, minority status, substance abuse, trauma and incomplete high school education -- which also impact the parent-child relationships. The SPA program was developed to teach parents about socio-emotional developmental milestones in the context of the parent-child dyad, while promoting relevant dimensions of personal development to help strengthen their capacity for responsive and synchronized parenting.



Project

The SPA program combines educational modules from two curricula, *Strengthening Multi-Ethnic Families & Communities: A Violence Prevention Parenting Program* (Dr. Steele) and *Pathways to Competence for Young Children* (Dr. Landy). The program was delivered to two groups of HIV-infected young parents. SPA program goals include:

- to achieve greater mastery over their role as parents,
- to become more knowledgeable about the developmental needs of their children, and
- to develop into more responsive and sensitive parents.

Parents responded to pre, post and follow-up questions in the areas of parent-child interactions and parent competence.

TABLE I: IMMEDIATE IMPACT SPA GROUP PRE/POST MEAN RATINGS COMPARISON

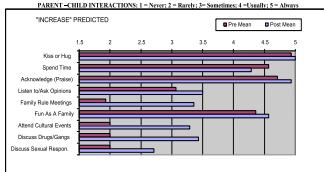
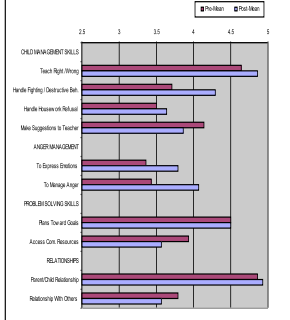


TABLE II: IMMEDIATE IMPACT SPA GROUP PRE/POST MEAN RATINGS COMPARISON



Results

- The SPA program had an immediate and long-term impact on the participants' parenting practices.
- At post test, 78% of scores for positive parent-child interactions showed increased frequency. Parents learned to relate to their children in a positive manner and engage more often in fun family/community activities. They demonstrated an improved ability for self-observation/self-reflection of their parenting style.
- At follow-up test, 100% of scores in the negative parent-child interactions section showed decreased frequency. Parents learned to reduce the practice of detrimental parenting strategies. In addition, 70% of scores related to parent competence showed increased frequency, indicating improvements in the participants' own social competence, self-advocacy skills, and ability to manage their anger as well as their children's challenging behaviors.
- At follow-up test, 100% of parents reported high scores in rating their ability to understand/respond to their child's developmental needs; 67% of them in understanding/responding to their child's behaviors/emotions. Participants' comments offered further insight into favorable program impact.

TABLE III: IMPACT AT FOLLOW-UP SPA GROUP MEAN RATINGS POST-FOLLOW-UP COMPARISON

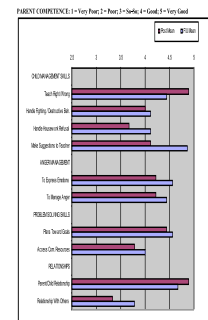
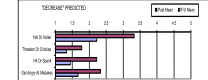


TABLE IV: IMPACT AT FOLLOW-UP SPA GROUP MEAN RATINGS POST-FOLLOW-UP COMPARISON



Lessons Learned

- The combination of the two parenting curricula used to deliver the SPA program boosted its effectiveness to accomplish initial goals.
- Parenting programs should identify internal barriers that prevent youth from practicing effective parenting (i.e., inadequate anger management skills, poor social competence, inability for self-reflection). Once these barriers were addressed, parents' competency improved; and they developed positive and strengthened relationships with their children, family and community.
- Programs for HIV-infected young parents should also address personal development, self-management, and cultural values around physical health to assist them in transitioning their medical care to adult services. Thus, they would model and talk with their children from an early age about prevention (maintain healthy bodies and practice responsible sexual behavior).
- Parents were receptive when encouraged to take action to strengthen their interdependence with family/community and create a healthier, less violent environment for themselves and their children.
- Parenting education is a highly effective prevention model for young parents with multiple risks.
- The SPA curriculum succeeded at addressing young parents understanding of their role in promoting healthy socio-emotional development in their infants and toddlers.

TABLE V: FOLLOW-UP QUESTIONNAIRE - COMMENTS

Pre	Q1 (Learned)	Q2 (Learned)	Q3 (Learned)	Q4 (Learned)	Q5 (Learned)	Q6 (Learned)	Q7 (Learned)	Q8 (Learned)	Q9 (Learned)	Q10 (Learned)	Q11 (Learned)	Q12 (Learned)	Q13 (Learned)	Q14 (Learned)	Q15 (Learned)	Q16 (Learned)	Q17 (Learned)	Q18 (Learned)	Q19 (Learned)	Q20 (Learned)	Q21 (Learned)	Q22 (Learned)	Q23 (Learned)	Q24 (Learned)	Q25 (Learned)	Q26 (Learned)	Q27 (Learned)	Q28 (Learned)	Q29 (Learned)	Q30 (Learned)	Q31 (Learned)	Q32 (Learned)	Q33 (Learned)	Q34 (Learned)	Q35 (Learned)	Q36 (Learned)	Q37 (Learned)	Q38 (Learned)	Q39 (Learned)	Q40 (Learned)	Q41 (Learned)	Q42 (Learned)	Q43 (Learned)	Q44 (Learned)	Q45 (Learned)	Q46 (Learned)	Q47 (Learned)	Q48 (Learned)	Q49 (Learned)	Q50 (Learned)	Q51 (Learned)	Q52 (Learned)	Q53 (Learned)	Q54 (Learned)	Q55 (Learned)	Q56 (Learned)	Q57 (Learned)	Q58 (Learned)	Q59 (Learned)	Q60 (Learned)	Q61 (Learned)	Q62 (Learned)	Q63 (Learned)	Q64 (Learned)	Q65 (Learned)	Q66 (Learned)	Q67 (Learned)	Q68 (Learned)	Q69 (Learned)	Q70 (Learned)	Q71 (Learned)	Q72 (Learned)	Q73 (Learned)	Q74 (Learned)	Q75 (Learned)	Q76 (Learned)	Q77 (Learned)	Q78 (Learned)	Q79 (Learned)	Q80 (Learned)	Q81 (Learned)	Q82 (Learned)	Q83 (Learned)	Q84 (Learned)	Q85 (Learned)	Q86 (Learned)	Q87 (Learned)	Q88 (Learned)	Q89 (Learned)	Q90 (Learned)	Q91 (Learned)	Q92 (Learned)	Q93 (Learned)	Q94 (Learned)	Q95 (Learned)	Q96 (Learned)	Q97 (Learned)	Q98 (Learned)	Q99 (Learned)	Q100 (Learned)
Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9	Q10	Q11	Q12	Q13	Q14	Q15	Q16	Q17	Q18	Q19	Q20	Q21	Q22	Q23	Q24	Q25	Q26	Q27	Q28	Q29	Q30	Q31	Q32	Q33	Q34	Q35	Q36	Q37	Q38	Q39	Q40	Q41	Q42	Q43	Q44	Q45	Q46	Q47	Q48	Q49	Q50	Q51	Q52	Q53	Q54	Q55	Q56	Q57	Q58	Q59	Q60	Q61	Q62	Q63	Q64	Q65	Q66	Q67	Q68	Q69	Q70	Q71	Q72	Q73	Q74	Q75	Q76	Q77	Q78	Q79	Q80	Q81	Q82	Q83	Q84	Q85	Q86	Q87	Q88	Q89	Q90	Q91	Q92	Q93	Q94	Q95	Q96	Q97	Q98	Q99	Q100	