SOCIAL NORMING THROUGH PEOPLE AND POSTERS; EXAMPLES FROM NO HIT ZONE AND TRIPLE P

Shaniece Criss, ScD, MPH, MPA
Lochrane Grant, MD
Nancy Henderson, MD
Jessica Herron, Parenting Education Coordinator
Cinnamon Stetler, PhD
“Carolinas Collaborative” grant to address Adverse Childhood Experiences, 2016-18

American Academy of Pediatrics and Duke Endowment

8 Pediatric Residency training programs in NC and SC
Implement *evidence based* strategy to prevent Adverse Childhood Experiences

Work collaboratively with a Community Based Organization
Place based: West Greenville

Center for Pediatric Medicine and CPM West
No clear guidelines for what staff should do when encountering a situation such as this.

Help staff by providing them with tools.

Physical punishment can lead to more aggressive behaviors that may be considered child abuse.

Working to prevent physical punishment could prevent child abuse.

Parents report that they want pediatricians to talk about discipline strategies with them during office visits.
Promote safety prevention and education of physical violence
Contribute to a healthier safer, nonviolent environment for children and their families by eliminating physical violence
PURPOSE

The purpose of this policy is to create and reinforce an environment of comfort and safety for all patients, families and staff.

DEFINITION

A No Hit Zone is an environment in which no adult shall hit a child, no adult shall hit another adult, no child shall hit an adult, and no child shall hit another child.
POLICY STATEMENTS

When hitting is observed, it is everyone's responsibility to intervene and communicate hospital policy.

PROCEDURE

All staff will be made aware of hospital policy that is in place to ensure and reinforce an environment of comfort and safety. Staff will identify and respond to situations that compromise the safe environment utilizing the education they are provided. If appropriate, additional intervention will be provided by appropriate staff dependent on the level of severity.
WHAT IS TRIPLE P (POSITIVE PARENTING PROGRAM)?

• Evidence based and used in 25 countries
• Most extensively researched parenting program in the world
• It is a support system designed to prevent as well as treat behavioral and emotional problems
• Uses social learning, cognitive-behavioral, and developmental theory
• Aims to equip parents with the self-efficacy to be able to manage family issues without ongoing support
• Evidence has shown Triple P can reduce rates of child maltreatment, foster care placements, and hospitalizations from child abuse injuries.
TRIPLE P LEVEL 4 GROUP

- For caregivers with children between the ages of 2-12
- Classes are 4 two hour groups, 3 personalized sessions, and graduation
- Up to 14 participants per class
- Helps caregivers identify causes of behavior problem and accurately report them
- Learn 17 strategies to promote positive relationships, attitude, and conduct
- Setting family goals and how to assess themselves and their children
PARTICIPANTS FOR THE CAROLINA COLLABORATIVE

- Referred to us by the Center for Pediatric West, West Greenville Community Center
- Email blasts were sent out to school counselors, other local non-profits, foster parents
- Many of the class were referred by prior participants
- All participants were taking class electively
- GHS provided us with costs for childcare, parent store and a graduation dinner for incentives
PARTICIPANTS:  
- 71 caregivers (56 with complete data)  
- 76% female  
- 40.2 years ($SD = 12, range: 21-71$)  
- 53.5% African American, 36.6% Caucasian  
- 64% had post-HS education  
- 63% earned < $25K/year  
- 40% not currently employed  
- Caregivers for approx. 150 kids

COMPARISON (NO TRIPLE P):  
- 42 caregivers  
- 86% female  
- 38.5 years  
- 57.1% African American, 40.5% Caucasian  
- 86% had post-HS education**  
- 39.5% earned < $25K/year**  
- 4.7% not currently employed  

** differed significantly from Triple P
WE MEASURED:

- Parental stress (PSI-SF; Abidin, 1995)
- Child’s behavioral adjustment (CAPES; Morawska et al., 2014)
- Expectations (+/-) re: effects of corporal punishment (OPPS; Durrant et al., 2003)
- Attitudes re: corporal punishment (ATS; Holden, 2001)

- Via self-report, pencil & paper questionnaires
- Before 1st Triple P class
- Near end of final class (6-8 weeks later)
- Comparison group did same surveys twice, 6-8 weeks apart ($25)
Parental stress decreased, but more markedly for the Triple P group.

Overall, the comparison group had lower parenting stress levels.
Child behavior problems decreased over time

Degree of decline was comparable in both groups

Comparison group had reported fewer child behavioral issues overall
No meaningful change in expected benefits of spanking for either group over time

No meaningful group differences
Belief in the negative effects of spanking increased over time, but equally so in both groups.
Positive attitudes re: CP decreased over time for Triple P caregivers, while comparison caregivers did not change.
OVERALL, TRIPLE P WAS ASSOCIATED WITH...

- Decreases in parental stress
- Decreases in child behavior problems (but also in comparison grp)
- Reduced acceptance of spanking as a disciplinary strategy
QUALITATIVE ANALYSIS
## Qualitative Analysis

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Observed Group Type</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>FG1 7/27/17</td>
<td>West Greenville</td>
<td>African American/Black Women</td>
<td>11</td>
</tr>
<tr>
<td>FG2 9/14/17</td>
<td>West Greenville</td>
<td>African American/Black Women</td>
<td>12</td>
</tr>
<tr>
<td>FG3 10/30/17</td>
<td>Julie Valentine Center</td>
<td>Women (Different Races)</td>
<td>3</td>
</tr>
<tr>
<td>FG4 11/2/17</td>
<td>West Greenville</td>
<td>African American/Black Women</td>
<td>4</td>
</tr>
<tr>
<td>FG5 11/14/17</td>
<td>Apartment Complex (close to Cherrydale)</td>
<td>African American/Black Grandmothers</td>
<td>5</td>
</tr>
<tr>
<td>FG6 12/18/17</td>
<td>West Greenville</td>
<td>Women (4) &amp; Man (Different Races)</td>
<td>5</td>
</tr>
<tr>
<td>FG7 7/23/18</td>
<td>West Greenville</td>
<td>Women and Men with mostly foster parents (Different Races)</td>
<td>9</td>
</tr>
</tbody>
</table>

**Total Participants:** 49
Spanking as Discipline for Their Children

- **Right way to spank**: “Even if you do spank, it's a right way to do it.” (FG2)

- **Important to discipline child so someone else does not have to**: “And I just want to say, you know, if you going to try to discipline your children at home, then eventually somebody else going to do the discipline for them.” (FG2)

- **Spanking not effective**: “I think it makes it worse. Spanking ... you know ... whoopins, spankings. I don't think it do anything, just make them badder. I mean, want to do something else.” (FG5)

- **Secret spankers**: Social groups are “secret spankers... some people will do it, but not actually admit to it.” (FG7)
Perception of Triple P’s Impact on their Parenting Strategies

Implemented Strategies:
• Behavioral chart
• Giving clear instructions
• Praise
• Quiet time vs. time out
• Providing the right environment

• Positive behavioral outcomes
• Will try Triple P strategies before spanking
“See, there's a big difference between the pop and the spanking, the whooping and abusing. And when they see that sign, I think it's misleading because they gone say, "Well you can't hit me as a parent," and it takes away the parent's rights, to try to discipline their child.” (FG2)

“…it's trauma informed care...we seem to be pretty slow compared to the rest of the country. But [my son’s school already had similar signs].” (FG6)

Provide balanced view: Several participants reported the messaging should list strategies to try instead of spanking.