

Foster Parent Training, Parenting Self-Efficacy, and Positive Parenting Behaviors

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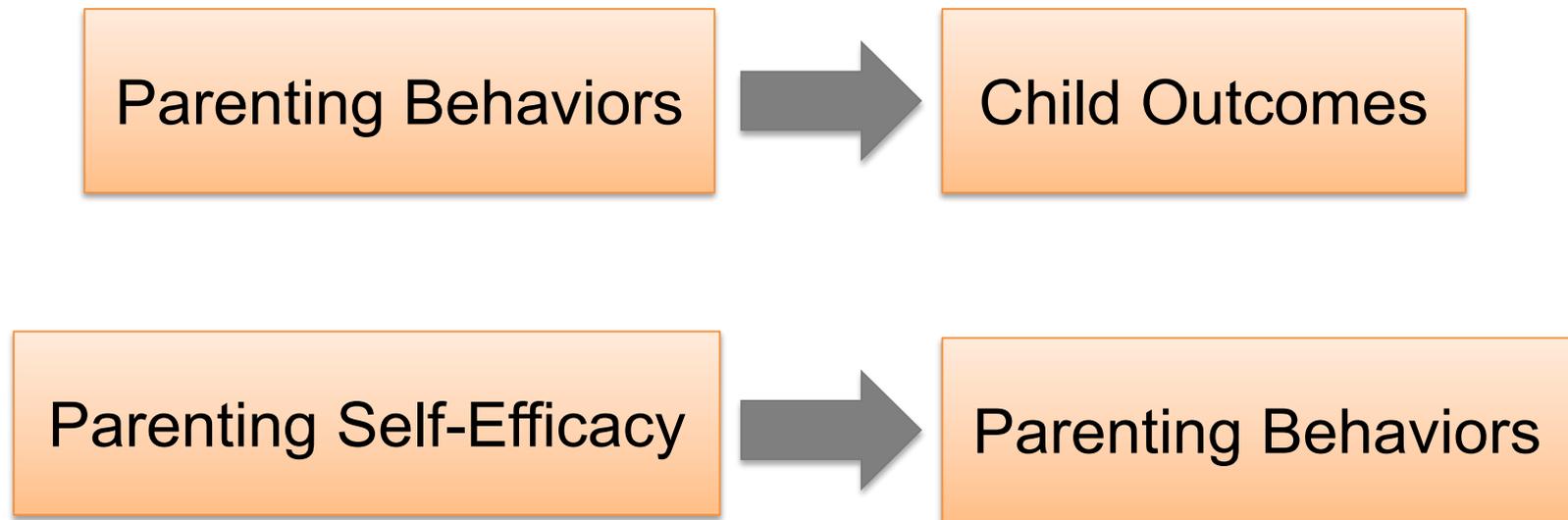
Parenting Self-Efficacy

- *Parenting self-efficacy (PSE)*: a caregiver's belief that he or she has the ability to perform parenting tasks successfully

1. Discipline
2. Nurturance
3. Achievement

(Coleman & Karraker, 2000 ; de Montigny & Lacharite, 2005)

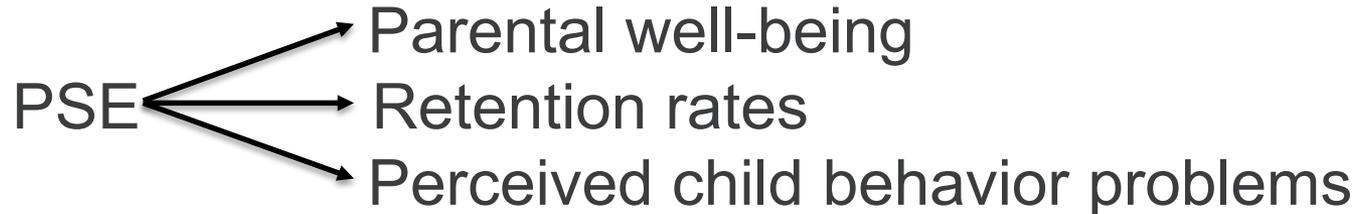
Review of Literature



(Barber et al., 2005; Glatz & Buchanan, 2015; Janssens et al., 2015; Roskam et al., 2015)

Review of Literature

- Foster Parent Behaviors → Foster Child Outcomes
- PSE in Foster Parents



(Fuentes et al., 2014; Lipscombe et al., 2003; MacGregor et al., 2006; Whenan et al., 2009)

Purpose

- To better understand the association between parenting self-efficacy and positive parenting behaviors in foster parents

Method

Procedures

Snowball approach:

- the link to an anonymous, online survey was emailed to organizations expected to have strong connections with foster parents

Method

Overall sample = 313 responses

Restricted sample = 143

- Yes to “*Have you fostered a child between ages five and 13 for at least six months?*”
- Questions related to PSE and parenting behaviors were restricted to $n = 143$

Variables	Full Sample	Constrained Sample
	<i>N</i> = 313	<i>n</i> = 143
Type of Foster Parent		
Kinship	3.4%	2.5%
Traditional	86.5%	82.5%
Both	7.7%	11.9%
Other	2.4%	2.8%
Age	40.9%	43.8%
Sex		
Male	11.8%	16.1%
Female	75.4%	74.8%
Missing	12.8%	9.1%
Race		
White	81.5%	82.5%
Non-White	5.6%	8.4%
Missing	12.8%	9.1%

Method

Measures

- *Focal Child*: “Have you fostered a child between the ages of 5 and 13 for at least 6 months?”
- *PSE*: Self-efficacy for Parenting Tasks Index (SEPTI) in discipline (6 items, $\alpha = .86$), nurturance (5 items, $\alpha = .82$), and achievement (6 items, $\alpha = .74$)

(Coleman & Karraker, 2000)

Method

Measures

- Parenting Behaviors
 - *Parental Support*: the acceptance subscale from the revised Child Report of Parent Behavior Inventory (10 items, $\alpha = .81$)
 - *Parental control*: Parenting Young Children Scale (PARYC) which measures three control-related dimensions: Proactive Parenting (6 items, $\alpha = .81$), Supporting Positive Behavior (6 items, $\alpha = .79$), and Setting Limits (5 items, $\alpha = .76$).

(McEachern et al., 2012; Schuldermann & Schuldermann, 1988)

Method

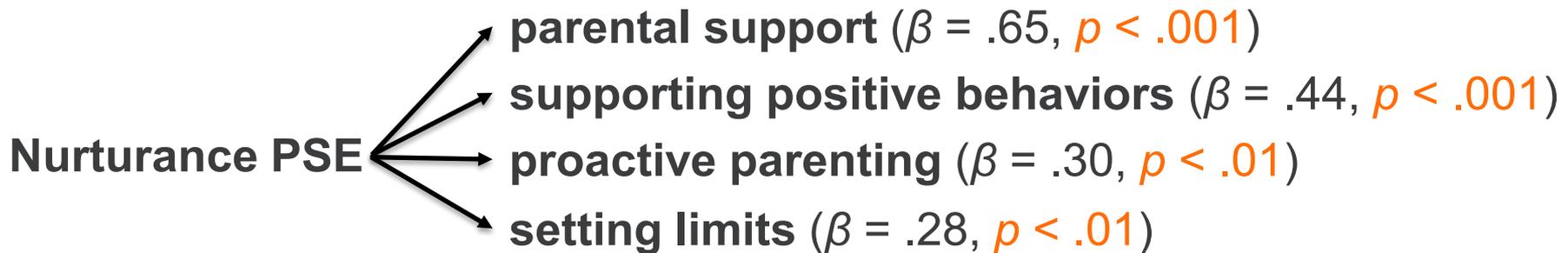
Analysis

- OLS regression was used to investigate the association between PSE and positive parenting behaviors, separately for each of the three PSE domains and each of the four parenting dimensions.

Results

RQ #1: Does PSE in each of three domains predict parental support?

RQ #2: Does PSE in each of three domains predict parental control?



Achievement PSE → **parental support** ($\beta = .17, p < .05$)

Discipline PSE was not significantly associated with any of the measured parenting behaviors.

Discussion

- Attachment bonds are important!
 - Nurturing a child's emotional development and encouraging achievement could more important in foster parenting
- Discipline PSE might not predict parenting behaviors due to the difficulty foster parents' face in this area
 - (e.g., learning a new parenting style)

(Sinclair, Wilson, & Gibbs, 2005)

Implications & Conclusion

- Foster parent training should:
 - Work to improve Nurturance and Achievement PSE due to their impact on positive parenting behaviors
- It is our hope that this new empirical evidence can guide future studies of PSE in foster parents, and the resulting body of research can be used to provide direction as states work to improve services.

Acknowledgements

Thank you!

To my advisor and coauthor, Dr. Heidi Stolz,
to my committee members,
Dr. John Orme and Dr. Amy Rauer,
and to all of the foster parents for their
participation.

Additional RQ: ROL

- There is little empirical support for the most widely utilized preapproval training curricula
 - Model Approach to Partnerships in Parenting (**MAPP**)
 - Parent Resources for Information, Development, and Education (**PRIDE**)
- There are currently no published, peer-reviewed studies evaluating the effectiveness of the Parents as Tender Healers (**PATH**) curriculum

(Dorsey et al., 2008; Festinger & Baker, 2013)

Results

Research Question #3:

- **Foster parents trained in the MAPP curriculum ($n = 12$) reported higher Discipline PSE ($M = 4.44$, $SD = .49$) than foster parents who did not receive MAPP training ($M = 3.55$, $SD = .99$; $t(21.33) = -5.24$, $p < .001$).**
- The results of the other eight t -tests were non-significant.

Discussion

- The association between MAPP and Discipline PSE could be a result of the curriculum's:
 - a) more intentional focus on discipline related issues
 - b) inclusion of a content area for teaching discipline techniques specific for children who have been abused or neglected

Theoretical Framework

Social Learning Theory

- *Self-efficacy*: an individual's belief that he or she is capable of performing the necessary behaviors to accomplish certain tasks and goals
1. An increase in self-efficacy is associated with an increase in task performance
 2. Strengthening self-efficacy will increase one's motivation to attain goals
 3. Expectations of efficacy will determine how much effort individuals will expend, and how long they will persist in the face of obstacles and adverse experiences

(Bandura, 1977)

Limitations

- Decrease in sample size once restricted
- Geographical confound
- Retrospective recall
- Post-approval training confound
- Snowball sampling