

First 5 Commission of San Diego

May 3, 2010

Developmental Services Needs of Children from Substance Abusing Families

Background

Substance abuse among women of childbearing age continues to pose a major public health problem. Studies that identify rates of substance abuse among pregnant women document rates between 5.5 % and 10%. Based on those prevalence studies, in any given year, between 2,500 and 4,500 drug exposed babies annually are born in San Diego. During Fiscal Year 2008-09, eleven Alcohol and Drug Services (ADS) contracted women's substance abuse treatment programs provided substance abuse treatment to 1,760 families with 1,583 children between the ages of 0-5.

Children of substance abusing parents are among the highest risk population of children for developmental delays as a result of direct exposure to maternal substance abuse while pregnant or exposure to substance abuse related family stress, trauma and domestic violence, and are more likely to development drug and alcohol dependency in later life (National Survey on Drug Use and Health Report, 2009). Specifically, children exposed to heavy drug environments are less likely to have secure attachments to their mothers, show less organized play as toddlers, and have difficulties regulating their feelings and impulses (Rodning, Beckwith, & Howard, 1989; 1991). Between the ages of 4 - 6 years old, substance exposed children demonstrate high rates of depression, anxiety, aggression, thought problems, distractibility and impulsivity. Early developmental intervention with these children can reduce long-term lifetime need for more intensive treatment services. Children routinely accompany their mothers to their substance abuse treatment programs and are accessible for early intervention.

Parents in treatment frequently have an array of problems that are caused or contributed to by their substance abuse. Substance abuse treatment programs have incorporated services such as parenting and domestic violence classes into their treatment curriculum in order to provide for the client's needs. Providing comprehensive family-based services to both the children and parents within the treatment program ensures ongoing healthy development and a unique opportunity to intervene on potential developmental delays.

There are two current efforts to address the developmental delays of this high need population. In 2008, a federally funded grant from the Administration for Children, Youth and Families, was awarded to HHSA Child Welfare Services (CWS). The Family Integrated Treatment (FIT) grant recognized the importance of early intervention with this high-risk population of children. The grant has been providing developmental screening and follows up services to CWS involved children whose parents are receiving substance abuse treatment and 3 select women's outpatient treatment sites within the county. One site is located in the North Coastal region, another in South Region, and the third in East Region. They have provided developmental services to approximately 130 children in the past year. Outpatient treatment programs in the remaining three County Health and Human Services Agency (HHSA) regions do not provide any developmental services for the children of their clients.

Another countywide effort is to provide standardized training in the "Incredible Years" (IY) parenting curriculum for all ADS programs that provide treatment services to women with children. The Incredible Years is an evidenced-based parenting curriculum that was selected as a "Model" program by the Center for Substance Abuse Prevention (CSAP). Some of the long-term goals of the IY curriculum include: reducing violence, drug abuse and delinquency in later years, promoting self-esteem, teaching parents problem solving, anger management, and positive, non-violent approaches to discipline (Attachment 1).

As part of the FIT grant funds awarded to the HHSA Child Welfare Services Division in 2008 all of the ADS women's treatment program staff were trained on the IY parenting curriculum. 75 staff from 11 programs received training and 3 sets of the curricula were purchased for the 3 programs implementing FIT services. This grant has permitted approximately 600 children per year, birth through age five, to receive the benefits of this evidence-based model in FY08-09. Unfortunately, due to a lack of funding, the curriculum was only purchased for the 3 FIT grant participating women's programs within the treatment system. System-wide implementation of the Incredible Years parenting curriculum would provide a consistent set of parenting skills designed to promote healthy

development. Curricula are still needed at five sites where additional and new staff could be trained and potentially 1,000 additional children 0-5 and their parents can receive the benefits of IY.

Cost of Potential Project

Currently, developmental services are being provided to children whose mothers are in treatment for substance abuse in the North Coastal, South and East regions. As a result, approximately 540 children across three regions (Central, North Central, and North Inland) are not receiving onsite developmental services. It would be possible to serve this population through an augmentation of the Healthy Development Services contracts (HDS) for these regions. (The HDS contract for North Central region was augmented to provide services to children at the Polinsky Center.)

In addition, the Incredible Years curriculum is currently being provided to mothers in half (total of 5) of the women’s treatment facilities. A one-time purchase of curriculum for five additional treatment sites, and the requisite staff training, would bring this training to mothers at all women’s treatment sites and a treatment program for pregnant and parenting adolescents. Below are the estimates to provide these two services countywide.

| | Description | Sites | Costs | Children birth - 5 Served |
|---|---|--|---|---|
| 1 | <p><u>Expansion of HDS developmental services to target children of substance abusing parents at three pilot substance abuse treatment program regional sites:</u></p> <ul style="list-style-type: none"> • Screening On-site developmental services, Parent education and Care Coordination | Central/North Central and North Inland | Estimated Total Costs: \$1,000,000 for 2 year pilot | 350 Central/North Central, and 190 North Inland |
| 2 | <p><u>System-wide Implementation of Evidence-Based Parenting Training</u></p> <p>Purchase the Incredible Years (IY) curriculum with required staff training for 5 sites.</p> <ul style="list-style-type: none"> • \$10,000 per site for curriculum • \$4000 per site for staff training | 5 sites | \$70,000 total cost | 600 currently served 1000 additional with expansion |

Relationship to First 5 Strategic Plan Goals

This project relates to the following goals in the Commission’s Strategic Plan:

Promote each child’s healthy physical, social and emotional development.

1. Decrease the percentage of children entering kindergarten with undetected and/or untreated developmental, social emotional or behavioral delays or problems.
2. Increase the public’s commitment to investing in services that support the healthy development of children ages 0 to 5.

Strengthen each family’s ability to provide nurturing, safe and stable environments.

1. Increase the use of positive parenting practices to promote the healthy social emotional development of children ages 0 to 5.
2. Increase parents’ and caregivers’ access to needed services for their children.
3. Increase the community’s capacity to identify, treat, and support the needs of young children and pregnant women.

Fiscal Impact:

None, this item is for information only.

Attachment 1

Overview of The Incredible Years

Program Overview

The Incredible Years (IY) Training Series is a set of three comprehensive, multifaceted, and developmentally based curricula for parents, teachers, and children. The program is designed to promote emotional and social competence and to prevent, reduce, and treat aggression and emotional problems in young children birth to 12 years old.

Young children with high rates of aggressive behavioral problems have been shown to be at great risk for developing substance abuse problems, becoming involved with deviant peer groups, dropping out of school, and engaging in delinquency and violence. Ultimately, the aim of the IY teacher, parent, and child training programs is to prevent and reduce the occurrence of aggressive and oppositional behavior, thus reducing the chance of developing later delinquent behaviors.

Target Population

The Incredible Years series has been tested in multiple randomized control studies with 2- to 12-year-old children diagnosed with conduct problems (i.e., having high rates of aggression, defiance, oppositional, and impulsive behaviors) and attention deficit disorder. It has also been evaluated as a prevention program with children 2 to 7 years old, who are at high risk by virtue of living in poverty. The new baby program (6 weeks to 18 months) is currently undergoing evaluations.

The Incredible Years curricula may be implemented by schools, school districts, and related programs (including Head Start, day care, and kindergarten) as early prevention programs for teachers, parents and children. Additionally, the child and parent programs may be used in mental health centers as a treatment for families with children who are diagnosed with Oppositional Defiant Disorder/Conduct Disorder (ODD/CD) and Attention Deficit Hyperactivity Disorder or for high risk families.

Proven Results for Selective and Indicated Prevention Programs

Multiple (over 4) randomized trials have been conducted with high risk populations including Head Start (preschool) and schools with a high percentage of children (kindergarten to grade two) living in poverty. These programs have shown success with culturally diverse groups, including Hispanic/Latino, Asian American, African American and new Immigrant families. The programs have also been evaluated by independent investigators in many countries including the United Kingdom, Canada, Norway, Holland, Russia and Portugal.

Results Include:

- Parent programs have resulted in increased nurturing parenting, decreased harsh discipline, more parent/school involvement and decreased behavior problems.
- Classroom social skills and problem solving curriculum resulted in increased children's school readiness (defined as social competence, emotional regulation and parent involvement), increased problem-solving and decreased conduct problems.
- Teacher classroom management programs resulted in increased proactive teaching strategies including positive discipline and more focus on students and social and emotional competence. In turn, children in classrooms where a teacher received training were more cooperative, on task, and showed fewer behavior problems.

How It Works

This series of programs addresses multiple risk factors across settings known to be related to the development of conduct disorders in children. In all three types of training programs, trained facilitators use video scenes to encourage group discussion, problem-solving, and sharing of ideas. The BASIC parent series has three versions: baby/toddler (1 month to 2 years), preschool (3-5 years) and school age (6-12 years). The BASIC series is a core and necessary component of the prevention program delivery. The other parent training components and the teacher and child components are strongly recommended with particular high risk populations.

Incredible Years Training for Parents

The BASIC series emphasizes parenting skills known to promote children's social competence and reduce behavior problems such as: how to play with children; social, emotional, academic and persistence skills coaching; effective praise and use of incentives; establishing predictable routines and rules and promoting responsibility; effective limit-setting; strategies to manage misbehavior; and teaching children to problem solve. The ADVANCE parenting series emphasizes parent interpersonal skills such as: effective communication skills, anger and depression management, problem-solving between adults, ways to give and get support, and family meetings.

Costs:

The costs for implementation of Incredible Years depend on the amount of training and number of series to be implemented. The components of the program, their suggested budget, and examples of items that contribute to the budget for each component are as follows:

1. One-time start-up cost of leader training: Suggested budget is \$400 - \$500 per leader trained in Seattle (depending on location; travel costs will vary); or \$1,500 per day for on-site training, plus travel expenses (cost does not include program materials).
2. One-time start-up cost of program materials: Suggested budget is \$1,500 per series (includes costs of videotapes and manuals). Cost for the child program will be slightly higher to accommodate price of puppets.
3. Ongoing consultation: Suggested budget is \$500 per leader, per year (costs include consultation rates for a suggested minimum amount of consultation per year and videotape review and certification services).
4. Ongoing costs for parent groups (based on one group of 12 parents): Suggested budget is \$5,712 or \$476 per parent (costs include child care, food, compensation for leader's time, and materials).