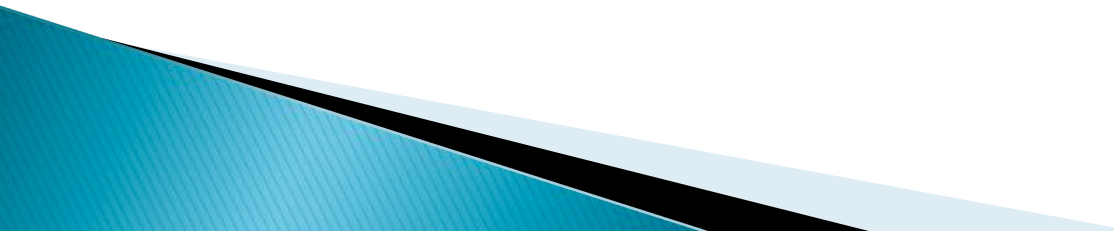


Universal vs targeted: how to improve the well-being of children

Jenny Jenkins
April 11, 2012

Goals

- ▶ Facilitate discussion and debate
 - ▶ Not presenting answers
 - ▶ Thinking about the data that might inform us
 - ▶ Define the gaps in the data
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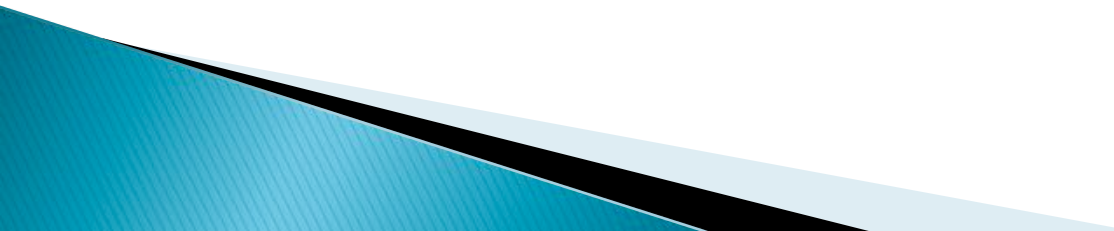
What are the goals of universal vs targeted intervention

Two contrasting positions

- ▶ Improve outcomes for all children. Increase the population mean.
- ▶ Decrease the effects of social disadvantage. Social disadvantage predicts physical and mental health, social cognition and learning *across the life span.*

Potential outcomes

- ▶ Cognitive
 - ▶ Socio-emotional
 - ▶ Parenting then child outcome

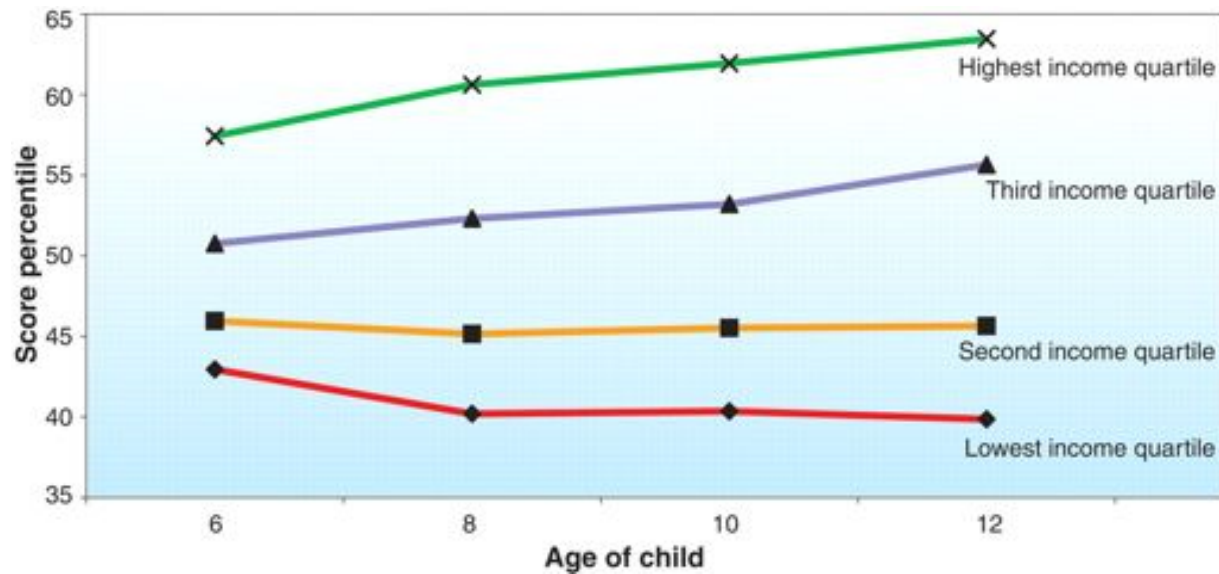
 - ▶ Most interventions are targeted so we have little data on universal
- 

My goal

- ▶ Examine data for universal while attending to the Matthew effect

Matthew effect

- ▶ The rich get richer. Shown for reading (Stanovich, 1986), math (Bahr, 2007)
- ▶ Fanning out across development



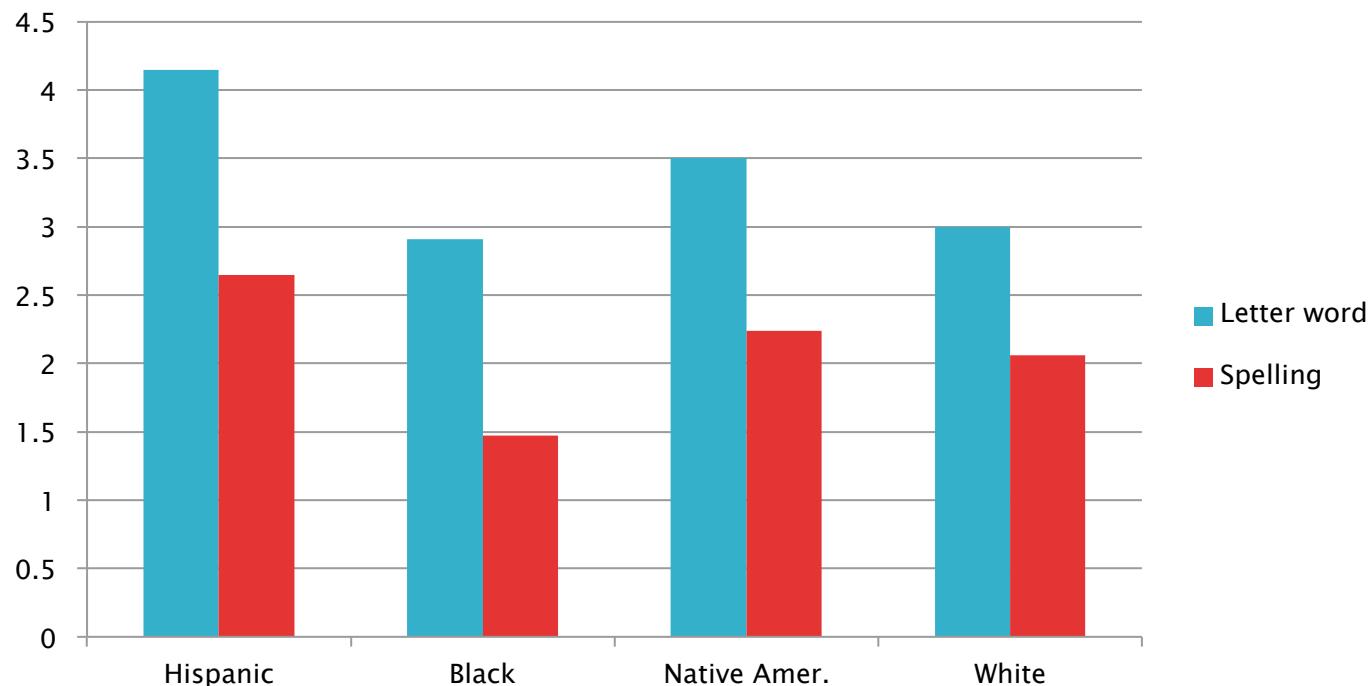
Heckman Science
2006;312:1900-1902

- ▶ Potential danger is that less disadvantaged benefit more from universal

Regression discontinuity design examining effects of universal pre-K . Gormley, Gayer, Phillips, Dawson (2005) *Developmental Psychology* , 41, 872–884.

- ▶ Introduction of pre-K into Oklahoma
- ▶ Strict birthday cut-off for eligibility.
Compared those who just missed the cut-off with those who got it
- ▶ Effect size
- ▶ 3 score points, .79 ES for letter-word recog
- ▶ 1.86, .64 ES for spelling

Effects of a universal pre-K on cognitive outcomes



Not seeing advantaged groups benefit more than disadvantaged. Does this early exposure prevent it? We need follow-up....

Universal programs for violence reduction: cluster randomized control trials. Amer J of Public Health, 33, 114-129

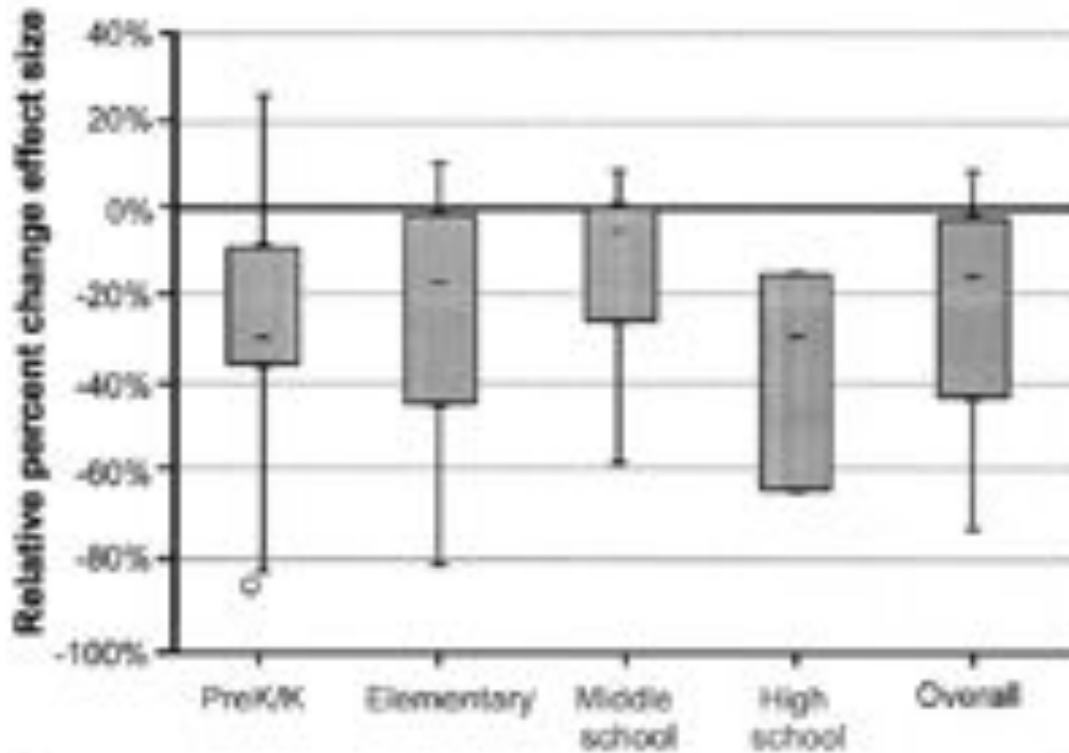
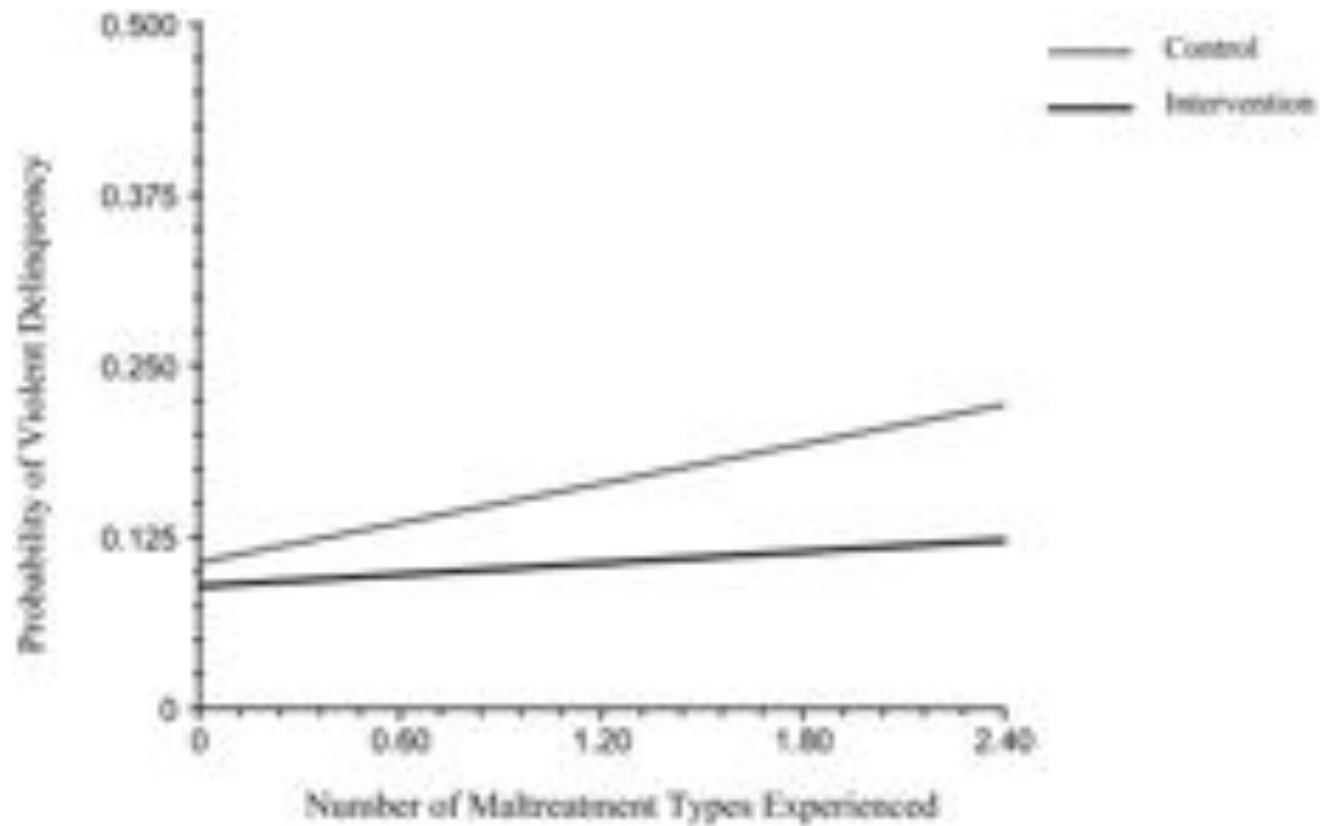


Figure 2. Relative change in violence-related outcome associated with school program by school level. Vertical lines inside boxes show medians, ends of boxes show 25th and 75th percentiles, ends of whiskers show 10th and 90th percentiles, and circle shows an outlier.

Effects of universal violence prevention program on violent delinquency: Distinctive benefits for youth with maltreatment histories. Crooks, Scott, Ellis, Wolfe, Child Abuse and Neglect, 2011

- ▶ Cluster randomized controlled trial
- ▶ School-based violence prevention program.
- ▶ 1,722 students from 20 schools
- ▶ 21 75-min lessons in grade 9 health classes.

Effects of universal violence prevention program on violent delinquency: Distinctive benefits for youth with maltreatment histories



- ▶ Programs for parents:
- ▶ Improvements in parental functioning improves chances for children

Meta-analysis of interventions to improve the HOME environment

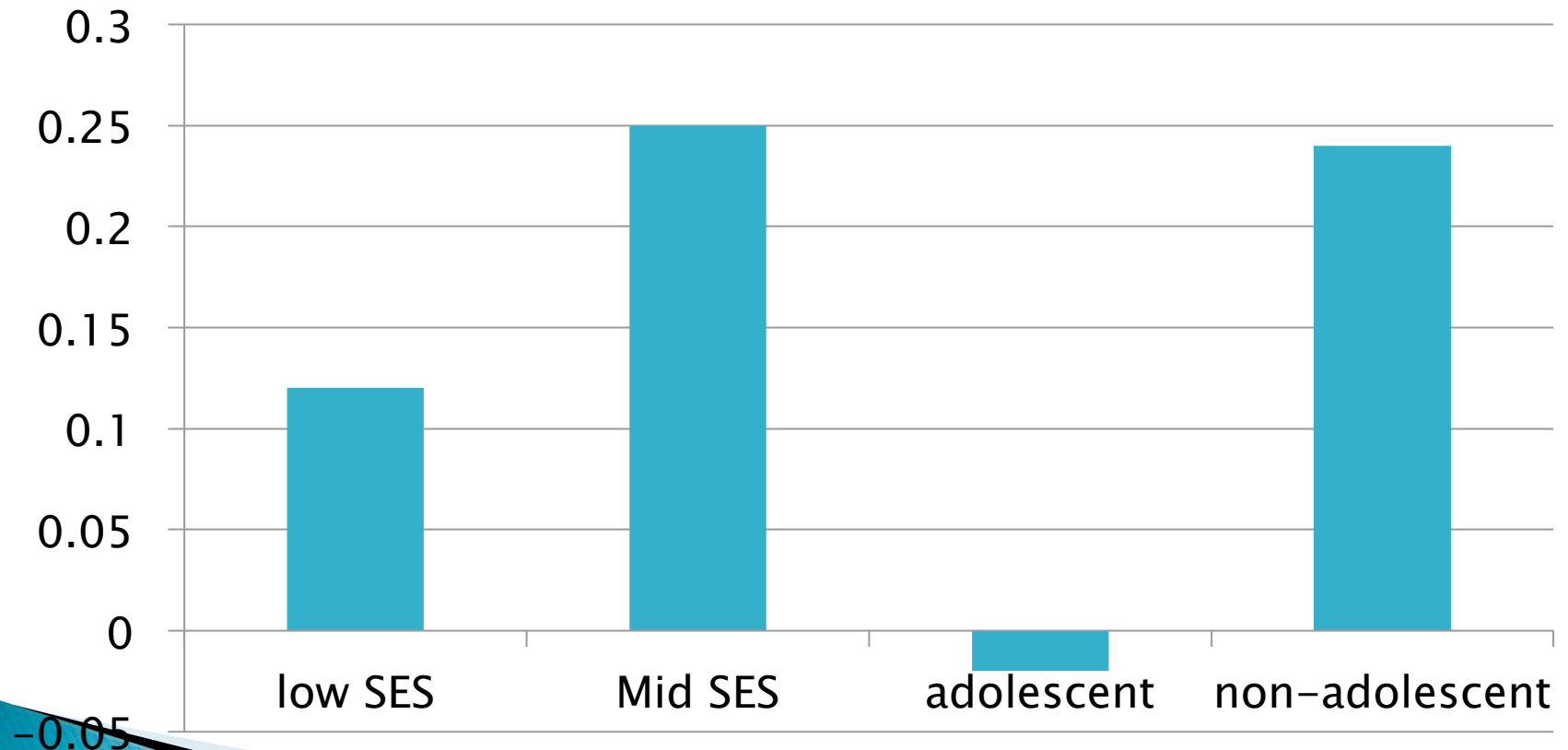
Bakermans-Kranenberg, van IJzendoorn, Bradley, 2005

- ▶ *48 reports, presenting 56 intervention effects*
- ▶ *7,350 families*
- ▶ *Randomized intervention studies were effective ($d = 0.13$).*
- ▶ *Nonrandomized studies showed inflated effects ($d = 0.58$).*

Meta-analysis of interventions to improve the HOME environment

Bakermans-Kranenberg, van IJzendoorn, Bradley, 2005

Effect size



Summary

- ▶ Universal works for some outcomes but not others: cognitive, aggression; not parenting?
 - ▶ Are universal the best way to handle ‘contagion effects’?
 - ▶ Early parenting programs. Should they be limit to high-risk only? RCT’s in high-risk samples show good effect sizes.
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