

GUIDEBOOK

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Downloaded from <https://guidebook.eif.org.uk/programme/hitkashrut>

Hitkashrut

Review: [Foundations for Life](#), July 2016

Note on provider involvement: This provider has agreed to EIF's terms of reference, and the assessment has been conducted and published with the full cooperation of the programme provider.

Hitkashrut is an Israeli programme targeting children between the ages of three and five with identified behavioural difficulties.

It is delivered in 14 sessions (2.5 hours' duration each) by Hitkashrut facilitators (trained psychologists) to small groups of parent couples.

It is a co-parent training programme designed to reshape parent-child interactions to reduce conduct problems. Sessions focus on parent-child and couple communication skills, behaviour management, discipline skills and parental self-regulation.

Evidence
rating: **3**

Cost rating: **2**

EIF Programme Assessment

Hitkashrut has evidence of a **short-term positive impact** on child outcomes from at least one rigorous evaluation.

Evidence
rating: **3**

What does the evidence rating mean?

Level 3 indicates **evidence of efficacy**. This means the programme can be described as evidence-based: it has evidence from at least one rigorously conducted RCT or QED demonstrating a statistically significant positive impact on at least one child outcome.

This programme does not receive a rating of 4 as it has not yet replicated its results in another rigorously conducted study, where at least one study indicates long-term impacts, and at least one uses measures independent of study participants.

Cost rating

A rating of 2 indicates that a programme has a medium-low cost to set up and deliver, compared with other interventions reviewed by EIF. This is equivalent to an estimated unit cost of £100–£499.

Cost rating: **2**

Child outcomes

According to the best available evidence for this programme's impact, it can achieve the following positive outcomes for children:

Preventing crime, violence and antisocial behaviour

Improved conduct problems

Based on study 1

8.98-point improvement on the Eyberg Conduct Scale

Improvement index: **+28**

This means we would expect the average participant in the comparison group who did not receive the intervention (ie, someone for whom 50% of their peers have better outcomes and 50% have worse outcomes), to improve to the point where they would have better outcomes than 78% and worse outcomes than 22% of their peers, if they had received the intervention.

Immediately after the intervention

Improved callous/unemotional traits

Based on study 1

4.05-point improvement on the Antisocial Process Screening Device

Improvement index: **+30**

This means we would expect the average participant in the comparison group who did not receive the intervention (ie, someone for whom 50% of their peers have better outcomes and 50% have worse outcomes), to improve to the point where they would have better outcomes than 80% and worse outcomes than 20% of their peers, if they had received the intervention.

Immediately after the intervention

Improved effortful control

Based on study 1

0.39-point improvement on the Child Behavioural Questionnaire

Improvement index: **+18**

This means we would expect the average participant in the comparison group who did not receive the intervention (ie, someone for whom 50% of their peers have better outcomes and 50% have worse outcomes), to improve to the point where they would have better outcomes than 68% and worse outcomes than 32% of their peers, if they had received the intervention.

Immediately after the intervention

This programme also has evidence of supporting positive outcomes for couples, parents or families that may be relevant to a commissioning decision. Please see the 'About the evidence' section for more detail.

Key programme characteristics

Who is it for?

The best available evidence for this programme relates to the following age-groups:

- Preschool
-

How is it delivered?

The best available evidence for this programme relates to implementation through these delivery models:

- Group
-

Where is it delivered?

The best available evidence for this programme relates to its implementation in these settings:

- Children's centre or early-years setting

The programme may also be delivered in these settings:

- Children's centre or early-years setting
-

How is it targeted?

The best available evidence for this programme relates to its implementation as:

- Targeted indicated
-

Where has it been implemented?

Israel

UK provision

This programme has not been implemented in the UK.

UK evaluation

This programme's best evidence does not include evaluation conducted in the UK.

Spotlight sets

EIF includes this programme in the following Spotlight sets:

- programmes for children with recognised or possible special education needs
-

About the programme

What happens during delivery?

How is it delivered?

- Hitkashrut is delivered by two educational psychologists (QCF-7/8) to groups of seven parent couples.
- Hitkashrut is delivered over 14 sessions, of 2.5 hours' duration each.

What happens during the intervention?

- Sessions focus on parent-child and couple communication skills, behaviour management, discipline skills and parental self-regulation. Each session involves psycho-educational instruction, where facilitators model problematic and optimal behaviour with prepared role plays. This is followed by group discussion and parental role play. The session closes with a summary of take-home points, and the setting of a homework assignment.

What are the implementation requirements?

Who can deliver it?

- Two practitioners deliver this programme. Both are educational psychologists with NFQ-9.

What are the training requirements?

- The practitioners have 30 hours of programme training. Booster training of practitioners is recommended.

How are the practitioners supervised?

- It is recommended that practitioners supervised by one programme developer supervisor (qualified to NFQ-9/10 level), and one host-agency supervisor (qualified to NFQ-7/8 level).

What are the systems for maintaining fidelity?

Not available

Is there a licensing requirement?

There is no licence required to run this programme.

How does it work? (Theory of Change)

How does it work?

- Child behavioural problems are rooted in negative and coercive parent/child interactions.
- During the course of Hitkashrut, parents learn effective positive parenting strategies relating to parent-child and couple communication skills, behaviour management, discipline skills and parental self-regulation.
- In the short-term, Hitkashrut aims to improve effortful control (executive functions that enable the inhibition of dominant socially inappropriate responses and the activation of subdominant desirable responses) and callous unemotional traits (ie limited empathy and guilt, absence of concern, constricted emotionality).
- In the longer-term, this will lead to reductions in conduct problems.

Intended outcomes

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About the evidence

Hitkashrut's most rigorous evidence comes from an RCT which was conducted in Israel.

This study identified statistically significant positive impact on a number of child and parent outcomes.

This programme is underpinned by one study with a Level 3, hence the programme receives a Level 3 rating overall.

Study 1

Citation: Somech, L. Y. & Elizur, Y. (2012)

Design: RCT

Country: Israel

Sample: 209 parents with a preschool child identified with behavioural problems

Timing: Post-intervention; one-year follow-up

Child outcomes:

- Improved conduct problems
 - Improved callous/unemotional traits
 - Improved effortful control
-

Other outcomes:

- Decreased distress Improved marital quality Improved negative/inconsistent parenting
-

Study rating: 3

Somech, L.Y., & Elizur, Y. (2012). Promoting self-regulation and cooperation in pre-kindergarten children with conduct problems: A randomized controlled trial. *Journal of the American Academy of Child & Adolescent Psychiatry*, 51, 412-22.

Elizur, Y., Somech, L. Y., & Vinokur, A. D. (2016). Effects of Parent Training on Callous-Unemotional Traits, Effortful Control, and Conduct Problems: Mediation by Parenting. *Journal of abnormal child psychology*, 1-12.

Available at<http://www.sciencedirect.com/science/article/pii/S0890856712000883>

<http://link.springer.com/article/10.1007/s10802-016-0163-7>

Study design and sample

The first study is a rigorously conducted RCT.

This study involved random assignment of parents with a preschool child to a Hitkashrut treatment group and a low-dose control group.

This study was conducted in Israel, with a sample of 209 families. The average age of children were 48.5 months. The majority (76%) of parents were born in Israel.

Measures

Child conduct problems were measured using the Eyberg Child Behaviour Inventory (parent report). Child callous/unemotional traits were measured using the preschool modification of the Antisocial Process Screening Device (parent report) and the preschool version of the Inventory of Callous-Unemotional Traits (parent report). Child effortful control was measured using the Child Behaviour Questionnaire (parent report).

Parental distress was measured using the Parental Distress Index (parent report).

Negative/inconsistent parenting was measured using the Alabama Parenting Questionnaire (parent report). Marital quality was measured using the Marital Quality Scale (parent report).

Findings

This study identified statistically significant positive impact on a number of child and parent outcomes.

Child outcomes include:

- Improved conduct problems
- Improved callous/unemotional traits
- Improved effortful control

Guidebook

The EIF Guidebook provides information about early intervention programmes that have at least preliminary evidence of achieving positive outcomes for children. It provides information based on EIF's assessment of the strength of evidence for a programme's effectiveness, and on detail about programmes shared with us by those who design, run and deliver them.

The Guidebook serves an important starting point for commissioners to find out more about effective early interventions, and for programme providers to find out more about what good evidence of impact looks like and how it can be captured. As just one of our key resources for commissioners and practitioners, the Guidebook is an essential part of EIF's work to support the development of and investment in effective early intervention programmes.

Our assessment of the evidence for a programme's effectiveness can inform and support certain parts of a commissioning decision, but it is not a substitute for professional judgment. Evidence about what has worked in the past offers no guarantee that an approach will work in all circumstances. Crucially, the Guidebook is not a market comparison website: ratings and other information should not be interpreted as a specific recommendation, kite mark or endorsement for any programme.

[How to read the Guidebook](#)

[EIF evidence standards](#)

[About the EIF Guidebook](#)

EIF

The Early Intervention Foundation (EIF) is an independent charity and a member of the What Works network. We support the use of effective early intervention for children, young people and their families: identifying signals of risk, and responding with effective interventions to improve outcomes, reduce hardship and save the public money in the long term.

We work by generating evidence and knowledge of what works in our field, putting this information in the hands of commissioners, practitioners and policymakers, and supporting the adoption of the evidence in local areas and relevant sectors.

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