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Perceived Barriers to Help-Seeking Among Parents of At-Risk Kindergarteners in Rural Communities

Erin Giron-Herrera^a, Julie Sarno Owens^b & Joshua M. Langberg^{c d}

^a



Department of Psychology, University of Miami

Department of Psychology, Ohio University

Department of Pediatrics, Cincinnati Children's Hospital and
Department of Psychology, Virginia Commonwealth University

1. (1%)
(24%)
(33%)
(1%)

(2002).
(2000).

1. The first part of the text discusses the importance of understanding the underlying mechanisms of the system. It highlights the need for a comprehensive approach that considers both the individual components and their interactions. This is particularly relevant in the context of complex systems where the whole is often greater than the sum of its parts.

2. The second part of the text focuses on the practical implications of these findings. It suggests that the insights gained from this research can be applied to various fields, including engineering, biology, and social sciences. The authors emphasize the potential for developing more effective strategies and interventions based on a deeper understanding of the system's dynamics.

3. The third part of the text addresses the challenges and limitations of the current research. It acknowledges that while significant progress has been made, there are still many unanswered questions and areas that require further investigation. The authors call for continued collaboration and interdisciplinary efforts to advance the field.

4. The final part of the text provides a concluding summary of the key points discussed. It reiterates the central message that a holistic and multi-scale perspective is essential for a complete understanding of complex systems. The authors express their hope that the findings presented here will inspire further research and lead to meaningful breakthroughs in the future.

” (10% 2 % 200).

Behavior Assessment System for Children, Second Edition (BASC-2; Reynolds & Kamphaus, 2004).

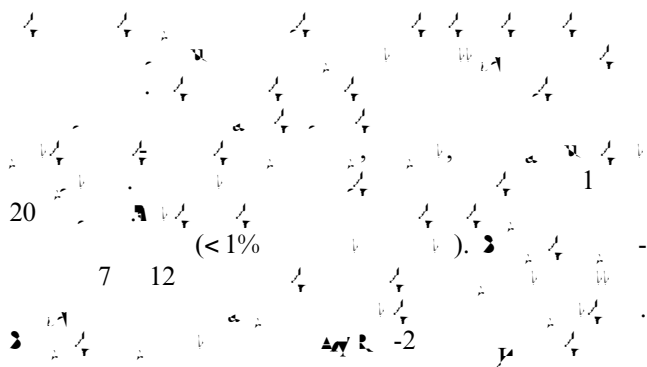
0 (not a problem at all) - definitely does not need treatment or special services (extreme problem) - definitely needs treatment and special services

Behavior Assessment System for Children, Second Edition (BASC-2; Reynolds & Kamphaus, 2004).

Barriers to Participation Scale (BTPS; Kazdin, Holland, Crowley, & Breton, 1997). 1 (not at all) (a lot)

Impairment Rating Scale (Fabiano et al., 2006).

Procedures



RESULTS

Data Preparation

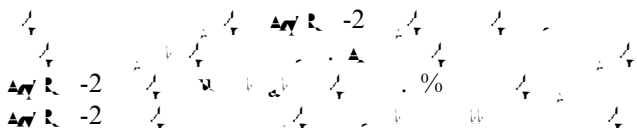


TABLE 3
Help-Seeking Reported by Parents of Low, High, and Total At-Risk Kindergarteners

	Low Risk ^a n (%)	High Risk ^b n (%)	Total At-Risk ^c n (%)
	3 (31.3)	2 (3.0)	100 (32.)
	3 (3.)	24 (32.)	10 (3.)
	4 (1.)	12 (1.4)	7 (1.2)
	1 (.3)	(12.3)	2 (7.)
	14 (.0)	2 (2.)	1 (.2)
	1 (.4)	0 (0.0)	1 (.4)
	(3.0)	3 (4.1)	10 (3.3)
	(2.1)	2 (2.)	(2.3)
	(3.0)	2 (2.)	(2.)
	3 (1.3)	2 (2.)	(1.)
	2 (0.)	0 (0.0)	2 (0.)
	0 (0.0)	1 (1.4)	1 (0.3)
	0 (0.0)	0 (0.0)	0 (0.0)
	10 (4.3)	4 (.)	14 (4.)
	3 (22.)	23 (31.3)	(2.4)
	37 (1.)	23 (43.4)	56 (73.7)
	32 (13.)	14 (1.2)	4 (1.0)
	2 (10.)	12 (1.4)	3 (12.1)
	(2.)	2 (2.)	7 (2.)
	(2.1)	1 (1.4)	(2.0)
	2 (0.)	1 (1.4)	3 (1.0)
	2 (0.)	2 (2.)	3 (1.0)
	2 (0.)	0 (0.0)	2 (0.)
	17 (.73)	12 (2.2)	35 (46.1)
	10 (4.3)	(.)	1 (.)
	7 (3.4)	2 (2.)	10 (3.3)
	(3.0)	2 (2.)	(2.)
	(2.1)	3 (4.1)	7 (2.)
	3 (1.3)	2 (2.)	(1.)
	0 (0.0)	3 (4.1)	3 (1.0)
	1 (0.4)	0 (0.0)	1 (0.3)
	0 (0.0)	0 (0.0)	0 (0.0)

Note.

^aN = 233.

^bN = 3.

^cN = 30.

χ²(1) = 10.0, p < .001 (α = .05).

• $\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$, 200 7.

$\frac{1}{2}$ $\frac{1}{2}$

$\frac{1}{2}$ $\frac{1}{2}$ $\frac{1}{2}$

The first part of the study was a pilot study. The purpose of the pilot study was to determine the feasibility of the study. The pilot study was conducted with a small group of participants. The results of the pilot study were used to inform the design of the main study.

The main study was a randomized controlled trial. The purpose of the main study was to evaluate the effectiveness of the intervention. The study was conducted with a large group of participants. The results of the main study were used to inform the design of the intervention.

The results of the study showed that the intervention was effective. The intervention significantly reduced the risk of the outcome. The results of the study were used to inform the design of the intervention.

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