The Society for Clinical Child and Adolescent Psychology (SCCAP): Initiative for Dissemination of Evidence-based Treatments for Childhood and Adolescent Mental Health Problems

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Keynote
Evidence-based Parenting Programs for the Treatment of Children with Externalizing Problems

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Goals of the Presentation

• Overview Parent Training for Externalizing Problems
• Learning Process
• Curriculum of Parent Training Programs
• Evidence from Meta Analyses
  • Efficacy of Parenting Programs
  • Efficacy of Training Components
  • Efficacy of Curriculum Components
• Promising Directions
The Evolution of Social Learning Parent Training Programs (Selected)

- Hanf’s 2 Stage Program (1973)
- Helping the Noncompliant Child (Forehand & McMahon, 1981)
- Defiant Children (Barkley, 1987)
- Parent-Child Interaction Program (Eyberg)
- Incredible Years (Webster-Stratton, 1988)
- Community Parent Education Program (Cunningham, 1995)
- Triple P (Sanders, 1999)
Social Learning Parenting Programs: Common Learning Processes

- Homework Review
- Modeling (Live or Videotaped)
- Role Playing or Practice w/ Child
- Homework Goal Setting
- Public Posting
- Self Monitoring
- Readings (e.g. Social Learning Principles)
Parenting Programs: Common Evidence-Based Curriculum

- Attending Strategies
- Rewards
- Planned Ignoring
- Effective Commands
- Transitional Strategies (When-Then)
- Planning Problem Solving
- Point Systems
- Time Out
Efficacy of Parenting Programs
Systematic Reviews & Meta-analyses

- Systematic search of electronic data bases
- Search for unpublished (gray) studies
- Formal Inclusion & Exclusion Criteria
- Coding

- Statistical Analysis (Meta Analysis)
  - Methodological Quality Assessment (e.g., Jadad Scale)
  - Effect Size Estimate
  - Moderator Analysis
  - Fail Safe (File Drawer) Statistics
Effect Size Calculation

\[
\frac{\text{Post Mean}^{\text{Rx}} - \text{Post Mean}^{\text{Control}}}{\text{Pooled SD}}
\]

.2 = small but significant effect
.5 = moderate effect
.8 = large effect

(Cohen, 1988)
Efficacy of Parenting Programs?

- Efficacy = Performance under optimal conditions
- Effectiveness = Real World Performance
- Cost Effectiveness
Measuring Outcomes

- Parent Report
- Direct Observation
  - Home
  - Clinic Lab
Parent Reports vs Direct Observation

Dretzke et al., (2009) 57 Randomized Trials
Effect of Parent Training on Knowledge & Self Efficacy

Small to Moderate Effect on Parental Knowledge and Self Efficacy

Internalizing vs Externalizing Problems

Parent Training Improves Internalizing & Externalizing Problems

File Drawer Analyses

- Unpublished non-significant results that would have to exist to reduce effect size to nonsignificance:
  - 51 (Maughan et al., 2005)
  - 250 (Kaminiski et al., 2008)
Efficacy of Parent Training Components
Modeling:

Live or Recorded Demonstrations of Parenting Skills
Modeling Parenting Skills: Effect on Externalizing Problems

Significantly Better Outcome Associated with Programs Using Modeling

Practice with Own Child
Practice with Own Child: Effect on *Parenting Skills*

Greater Improvement in Parenting Skills Associated with Programs Including Practice with Child

Practice with Own Child: Effect on *Externalizing Problems*

Greater Improvement in Externalizing Problems Associated with the Inclusion of Practice with Child

Homework:

Written, verbal, or behavioral assignments to complete between sessions
Effect of Homework: Externalizing Problems

No Difference in Outcome Associated with Programs Including Homework

Effect of Program Duration

Effect Size
(Between Group Designs)
1 to 5 6 to 10 11 to 15 16 +

Shorter Programs Associated with Improved Outcomes

Does Father Participation Influence Parent Training Outcomes?
Impact on Parenting: Fathers vs Mothers

Greater for Mothers

Reported Impact on Child Behavior: Fathers vs Mothers

Mothers Report Greater Improvement in Child Behavior

Involvement of Fathers: Impact on Child Behavior

Effect of Father Involvement on Child Behavior Significant at Post but Not F/U

Involvement of Fathers: Impact on Parent Perceptions

Effect of Father Involvement on Perceptions Not Statistically Significant

Efficacy of Parent Training Content
Positive Interaction

Following child’s interests, showing enthusiasm, providing positive attention
Parenting Skills Linked to Outcomes: Positive Interaction with Child

Programs Increasing Positive Interaction Yield Better Outcomes

Responsiveness, Sensitivity
Nurturing

Responding sensitively to child’s emotional needs (e.g. soothing, developmentally appropriate physical contact and affection)
Parenting Skills Linked to Outcomes: Responsiveness, Sensitivity, Nurturing

Programs teaching responsiveness yield better *Externalizing* outcomes.

Time Out (from positive reinforcement)
Parenting Skills Linked to Outcomes: Time Out from Positive Reinforcement

Programs Teaching Time Out Yield Better *Externalizing* Outcomes

Educating parents to teach children to share, cooperate, use good manners, & get along with siblings, peers or adults

Components Linked to Ext Outcomes: Teaching Child Social Skills

Teaching Social Skills Associated with Less Impact on Externalizing Problems

Incredible Years Child Training: Dinosaur School

- 22 Small Group Child Sessions
- Interactive Videotape Modeling (100 vignettes)
  - social skills
  - empathy, anger management
  - cooperation at home and school
- Role Playing & Problem Solving with Puppets
- Homework Exercises

Incredible Years with 4-8 Year Olds: CBCL Total Problems

Addition of Child Training
% Clinically Improved\(^1\) (1 Yr FU)

- 22 sessions
- 4-8 Year Olds
- \(^1\)30% decrease total child deviant behavior at home
- P+CT > PT
- P+CT vs CT (.10)

Ancillary Services:

Supplementary services (e.g., mental health or substance abuse services, case management, referrals, stress/anger management adults)
Inclusion of Ancillary Services: Effects on Parenting Skills

Providing Ancillary Services Associated with Less Impact on Parenting Skills

Inclusion of Ancillary Services: Effects on *Externalizing Problems*

Providing Ancillary Services *Associated* with Less Impact on Externalizing Problems

Limitations of Current Models
Family Risks Predict Poor Outcome

Low Income, Barriers, Large Family Size, and Single Parent Status Associated with Less Improvement

Parent Risk Factors Predict Poor Outcome

Parental Psychopathology, Limited Education, Depression, & Stress Associated with Less Improvement

Logistical Factors Preventing Participation in Parenting Programs

Latent Class Segmentation Analysis

Overwhelmed (16%)

Action (41%)

Information (43%)

Source: Cunningham et al., *Journal of Abnormal Child Psychology* (2008)
Group vs Individual Approaches?

- Overwhelmed
- Information
- Action

Overwhelmed (16%) & Information Focused (43%) Segments Prefer Non Group Services

Utilization of Group Parent Training: Prospectively Screened Samples

Preferred Program Format (n= 1060)

Source: Cunningham et al. *In preparation* (2008)
Self Directed Readings Plus Therapist Support

- 69 Families of Preschoolers from Germany
- 10 Chapter Triple P Parenting Book
- Video Demonstrating Parenting Skills
- 7 Telephone Conversations with Facilitator
Therapist-Supported Bibliotherapy: Impact on Externalizing Problems

Self Directed Parent Training Plus Therapist Phone Support Reduced Externalizing Problems

Source: Hahlweg et al., Behavior Modification (2010)
Therapist-Supported Bibliotherapy: Impact on Internalizing Problems

Source: Hahlweg et al., *Behavior Modification* (2010)
Limitations

- Meta Analyses are Not Experimental Manipulations
- Most Reviews Focus on Parents of Young Children
Conclusions

- Parent Training Effective for Externalizing Problems
- Broad Outcomes (e.g., Internalizing Problems)
- Focused Programs More Effective
- Parent & Family Risk Factors Moderate Outcome
- Many Parents Do Not Use Available Programs
- Fathers Benefit & Improve Short Term Outcomes
- Design Factors Influence Utilization
- New Delivery Modes May Reduce Barriers
For more information, please go to the main website and browse for workshops on this topic or check out our additional resources.

**Additional Resources**

**Online resources:**
1. COPE website: http://www.rfts.ca/cope/index.html
3. Center for Children and Families website: http://ccf.fiu.edu

**Books:**

**Peer-reviewed Journal Articles:**
Full reference list with additional information on evidence-based parenting programs for children with disruptive behavior.

Websites:
1. COPE website: http://www.rfts.ca/cope/index.html

Books:

Peer-reviewed Journal Articles:

(Hink: http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2660289/?tool=pmcentrez)


**Other:**
