

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

With additional support from Florida International University and The Children's Trust.



# Keynote

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

Charles E. Cunningham, Ph.D.

*Department of Psychiatry & Behavioural Neurosciences*

*Jack Laidlaw Chair in Patient-Centred Health Care*

*Faculty of Health Sciences*

*Michael G. DeGroote School of Medicine*

*McMaster University*



# 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  - ❑ Search for unpublished (gray) studies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

---

$(\text{Post Mean}^{\text{Rx}} - \text{Post Mean}^{\text{Control}}) / \text{Pooled SD}$

.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
-

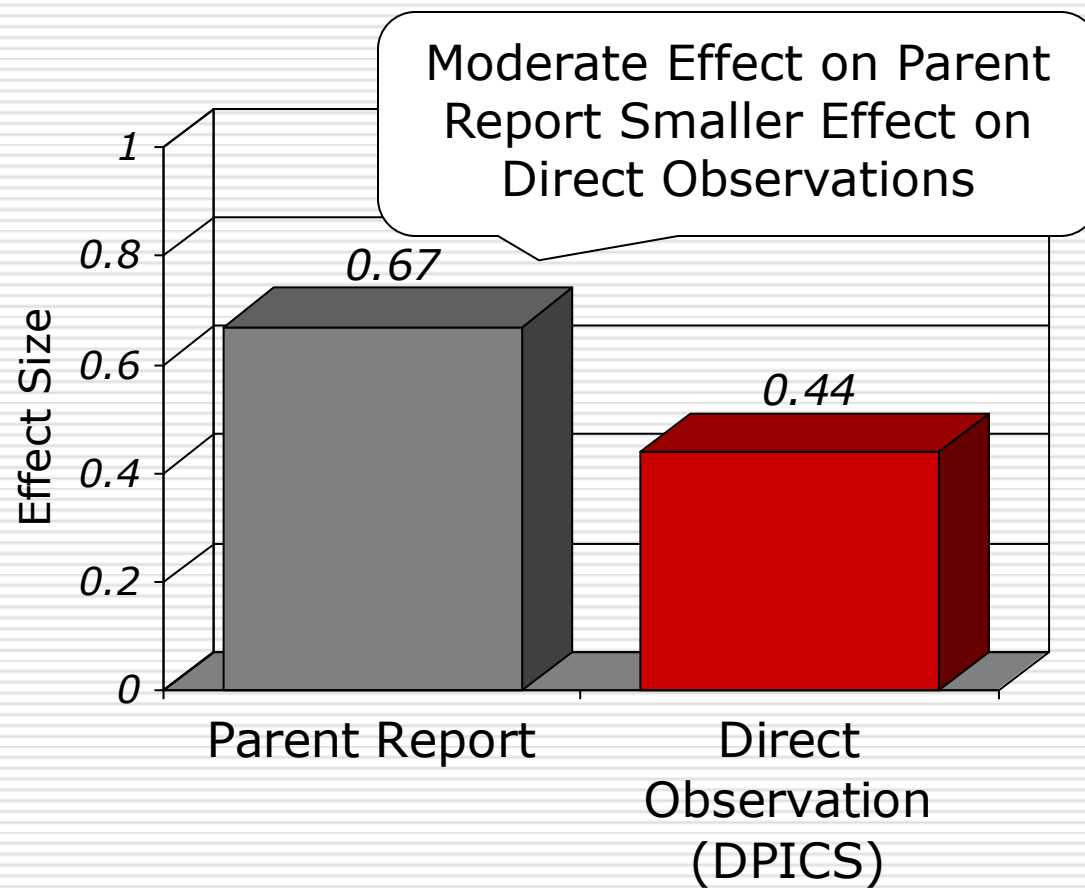
# Measuring Outcomes

---

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

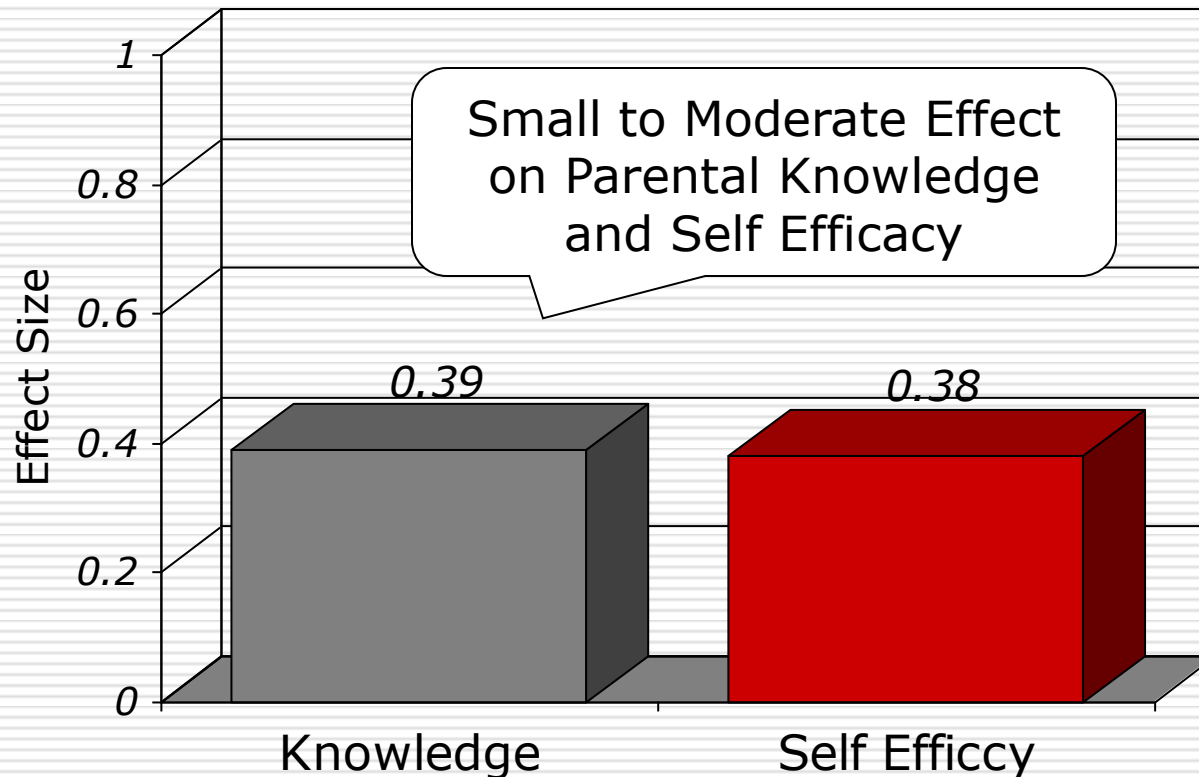
# Parent Reports vs Direct Observation

---



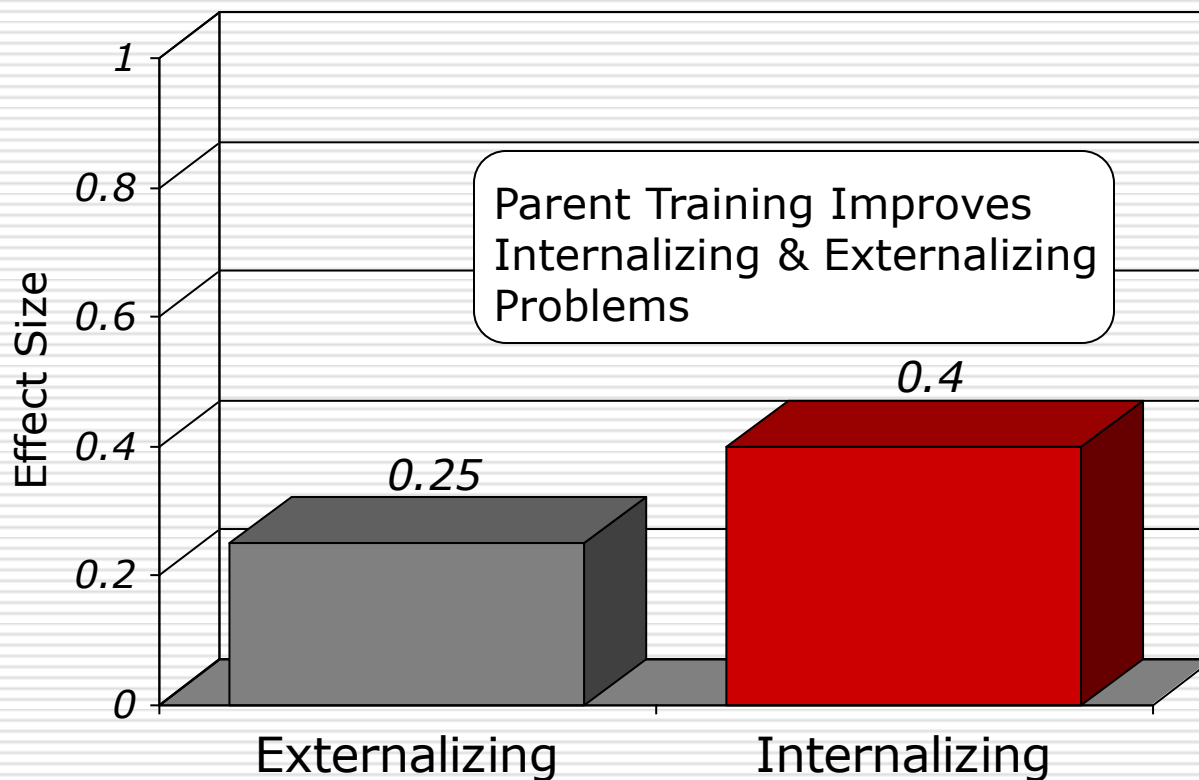
# Effect of Parent Training on Knowledge & Self Efficacy

---



# Internalizing vs 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

---

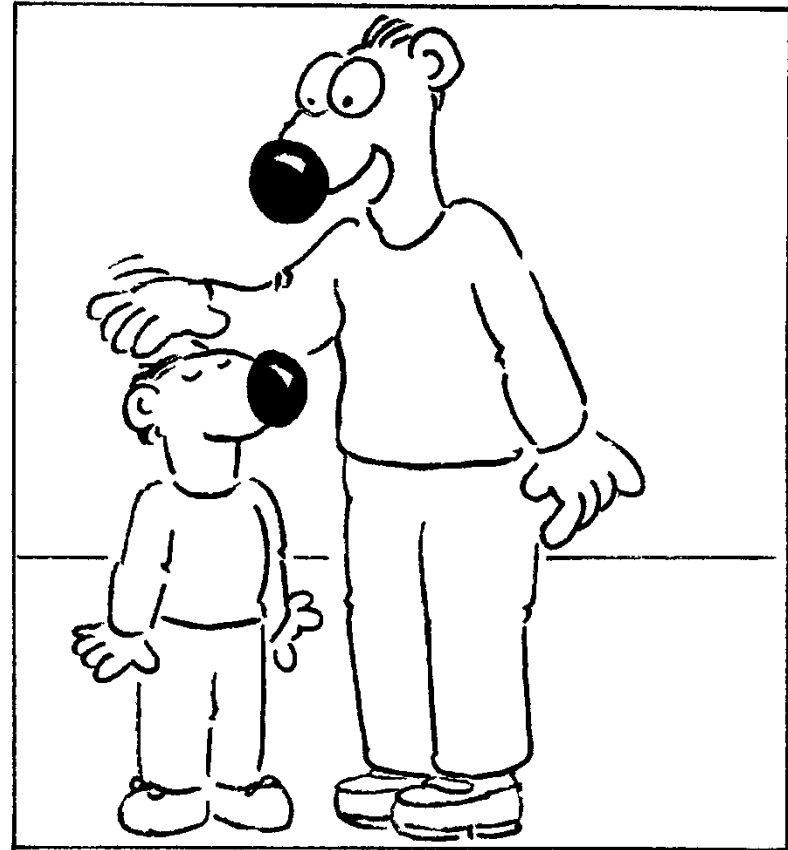
---



# Modeling:

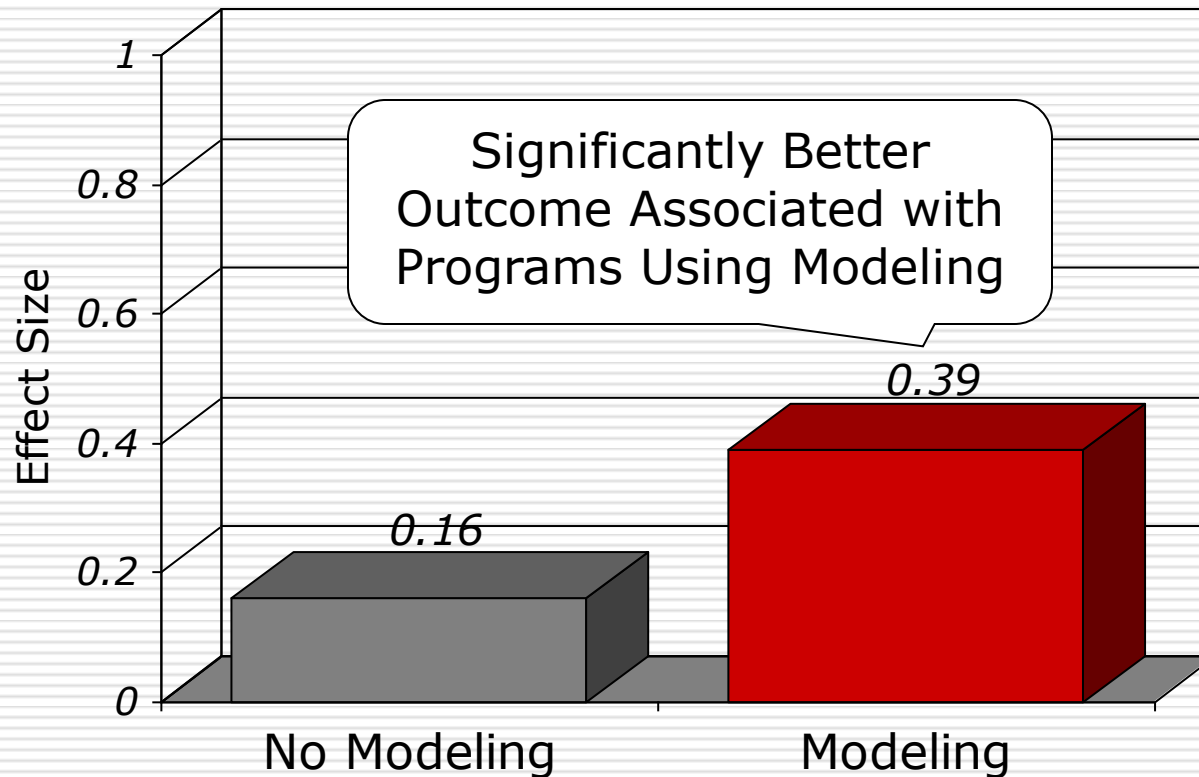
---

Live or Recorded  
Demonstrations  
of Parenting  
Skills



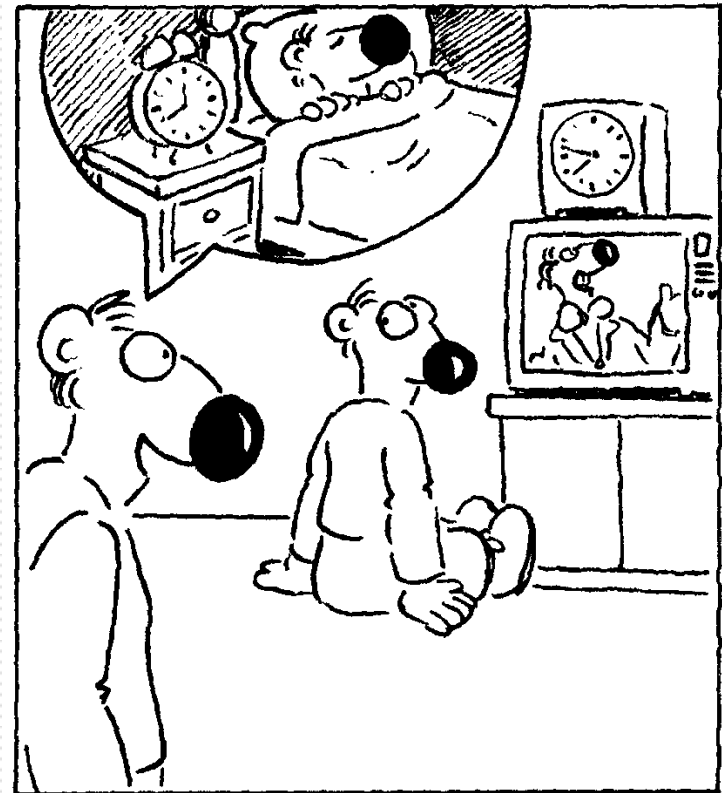
# Modeling Parenting Skills: Effect on Externalizing Problems

---

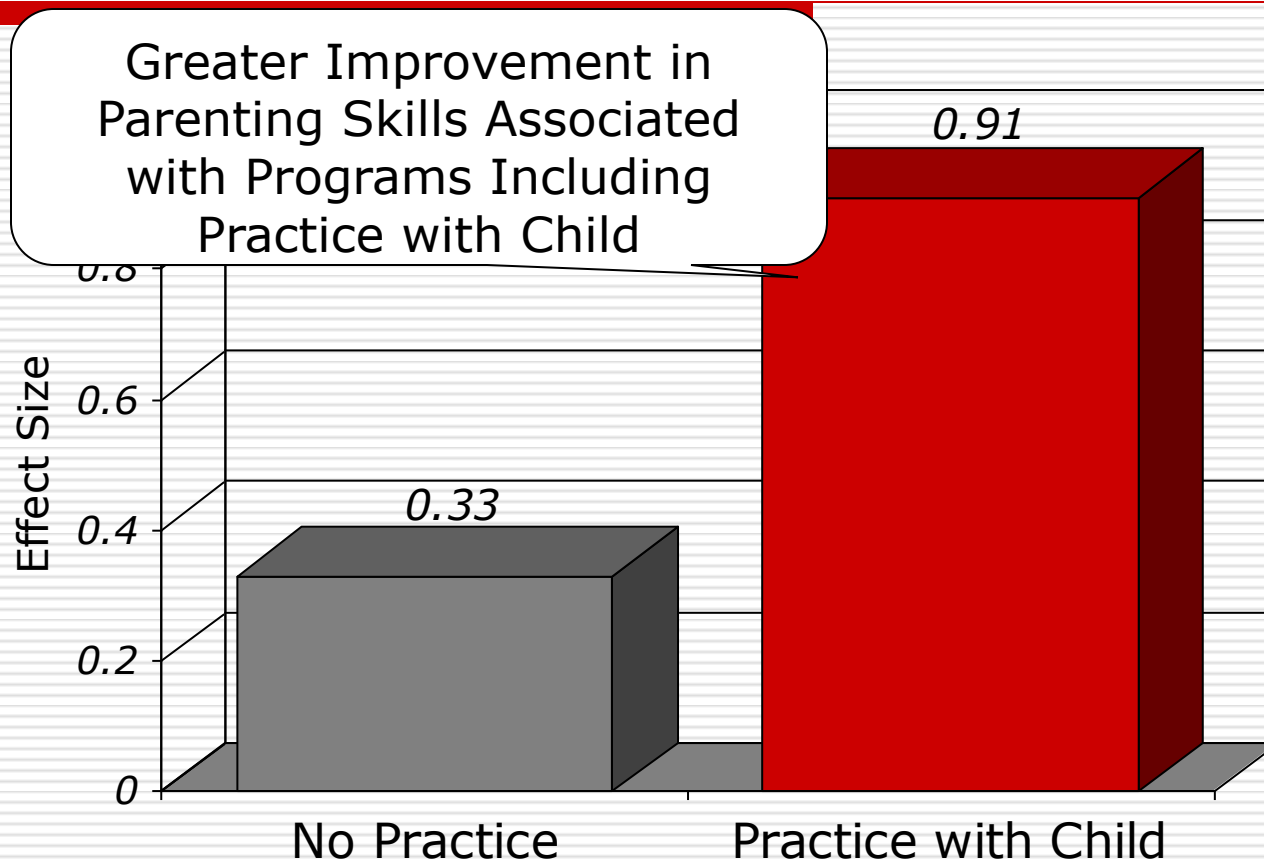


# Practice with Own Child

---

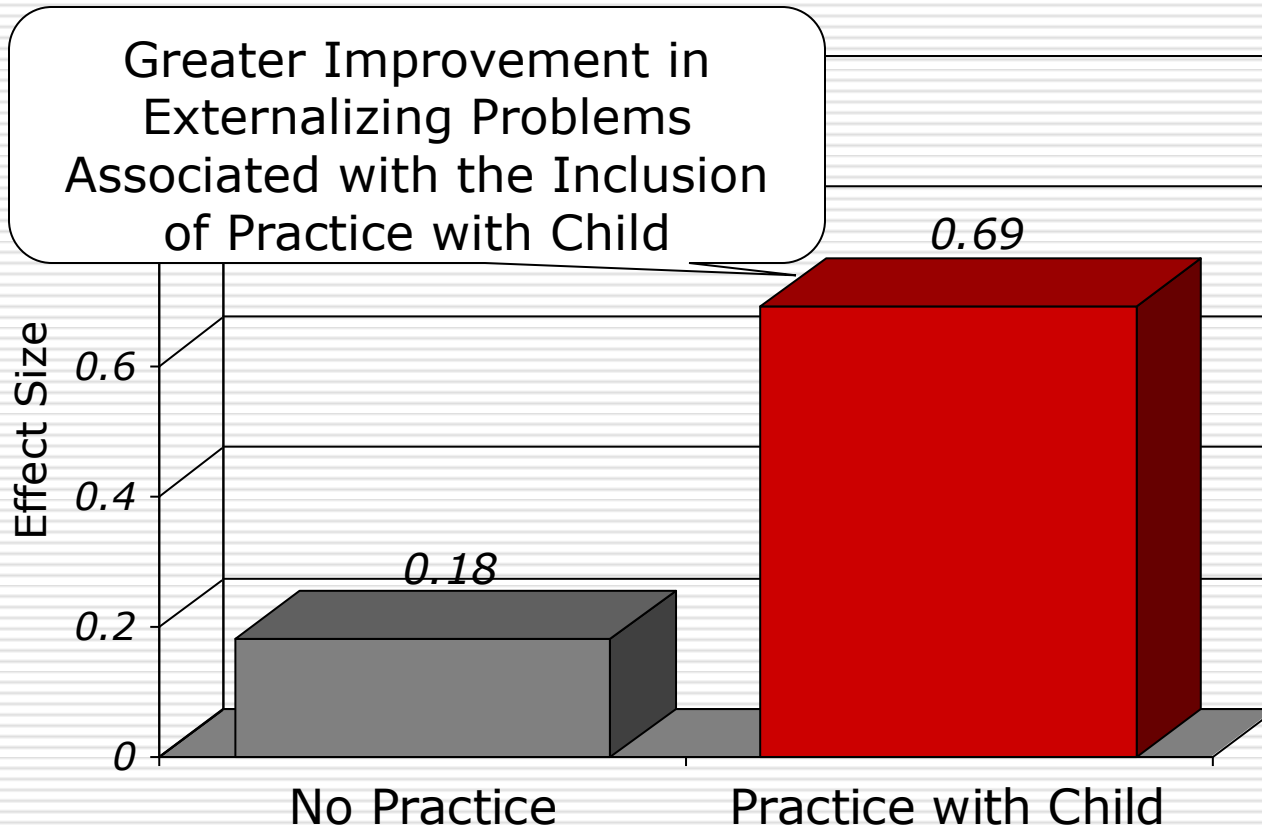


# Practice with Own Child: Effect on *Parenting Skills*



# Practice with Own Child: Effect on *Externalizing Problems*

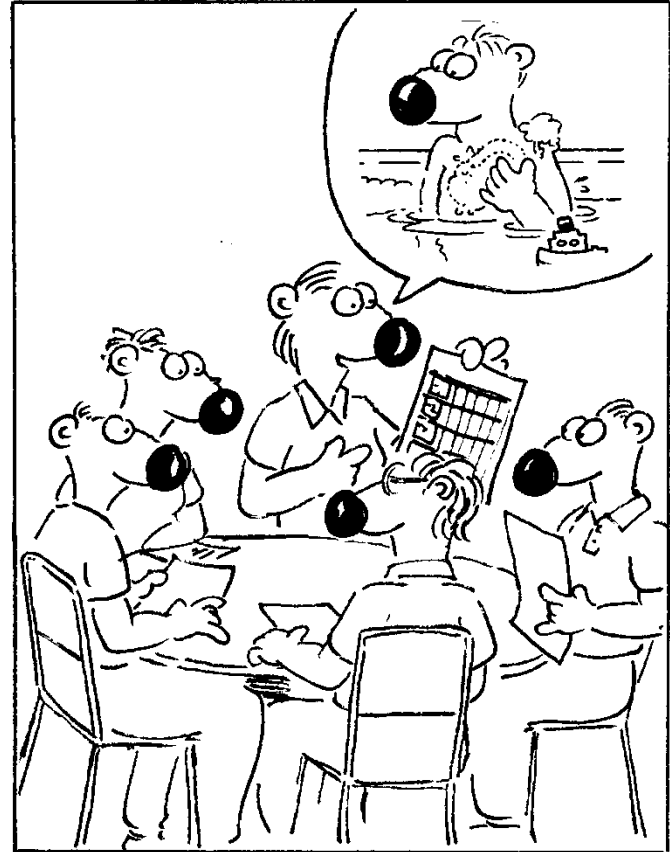
---



# Homework:

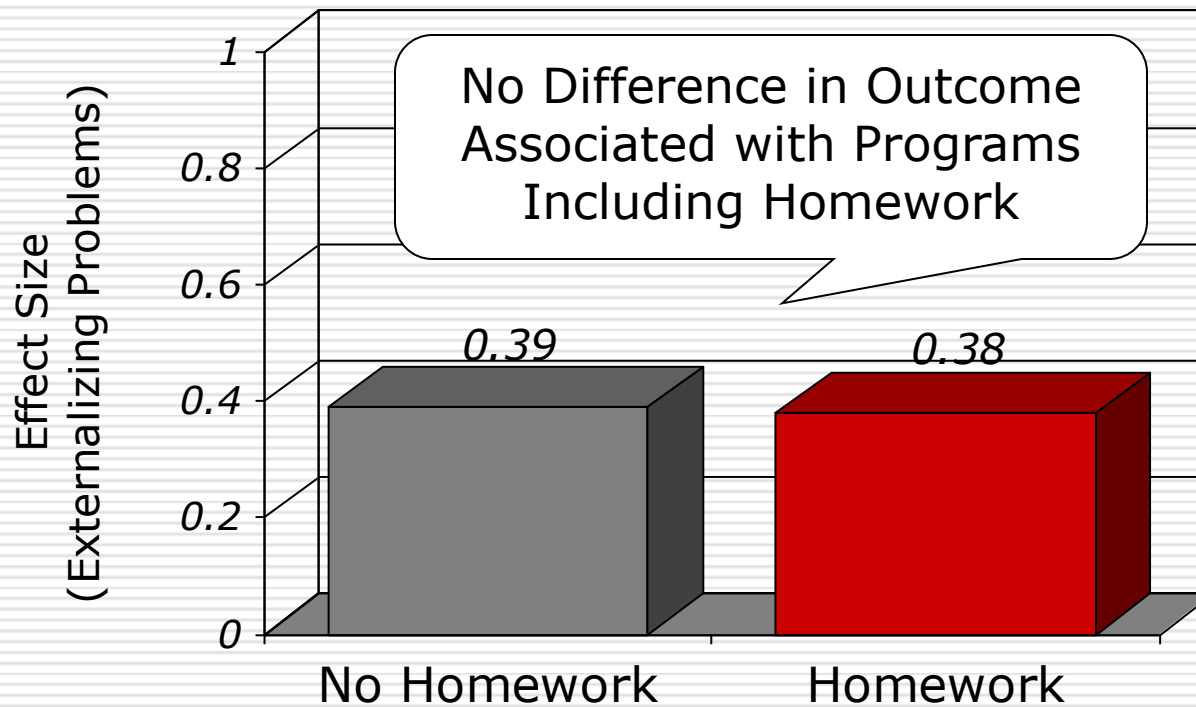
---

Written, verbal, or behavioral assignments to complete between sessions



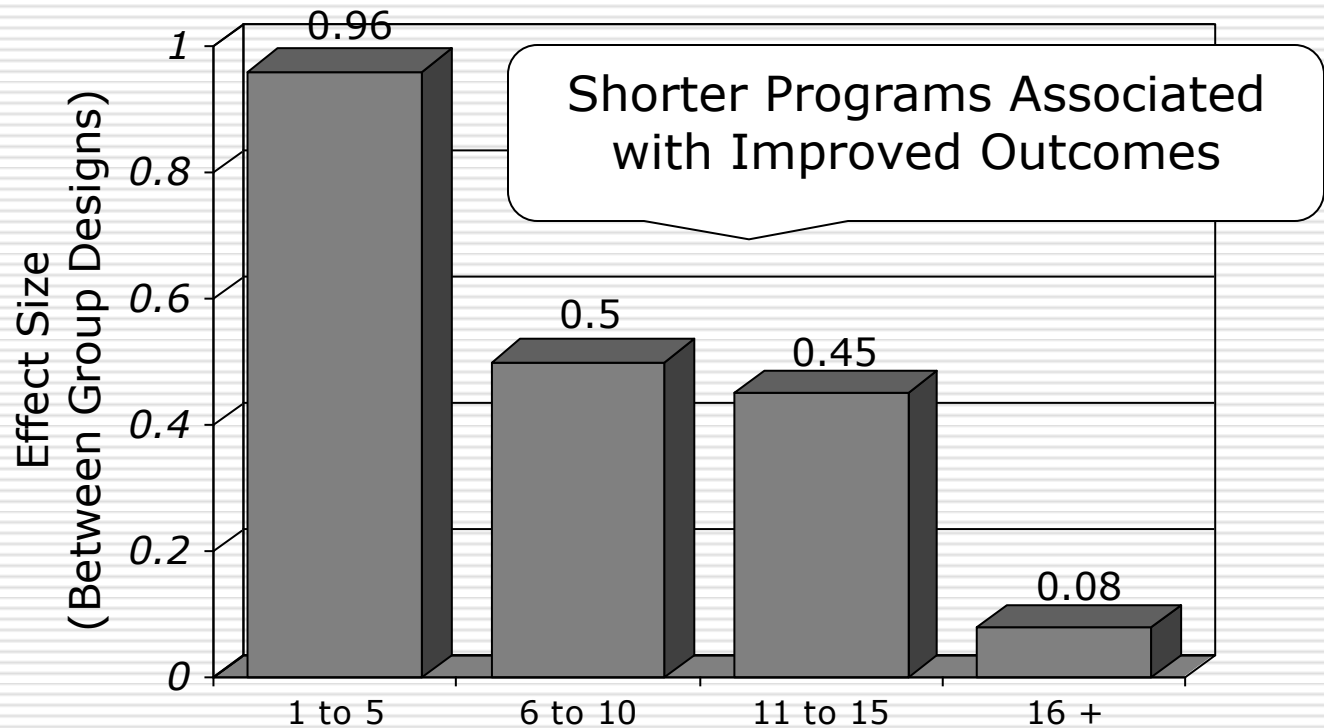
# Effect of Homework: Externalizing Problems

---



# Effect of Program Duration

---



---

Source: Maughan et al., *School Psychology Review* (2005)

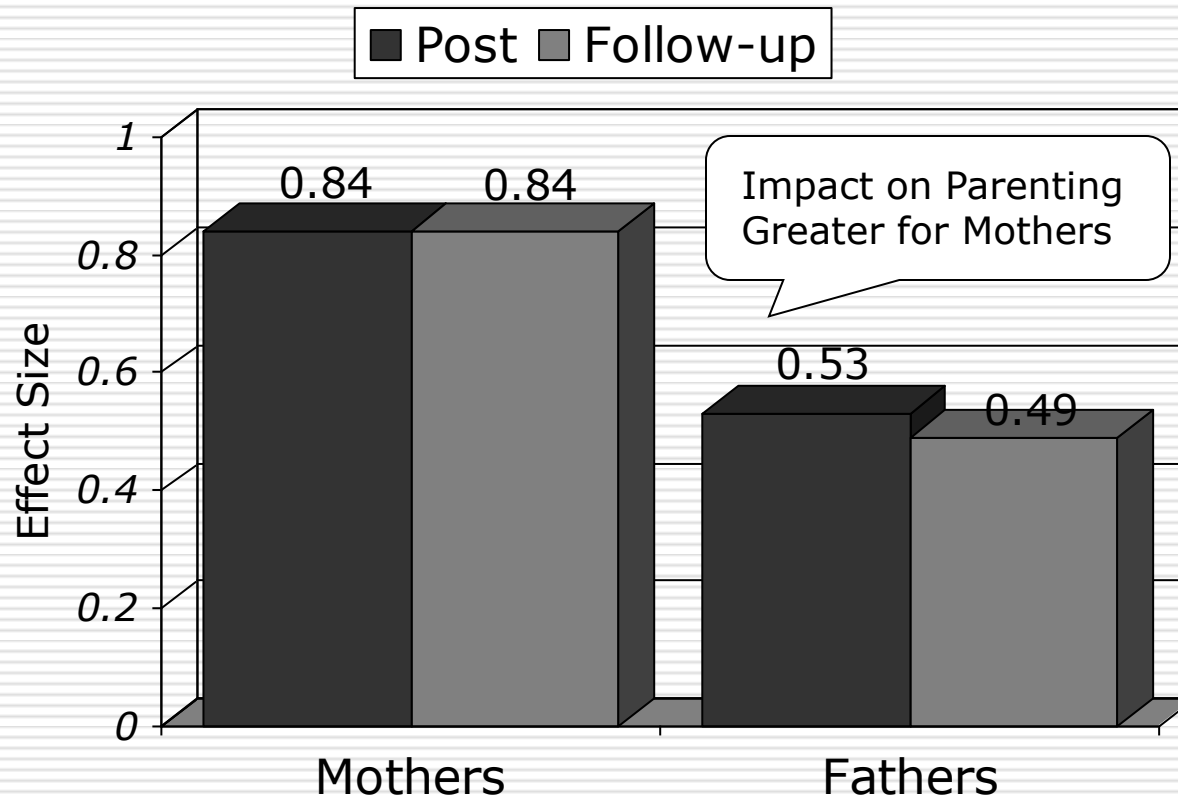


# Does Father Participation Influence Parent Training Outcomes?

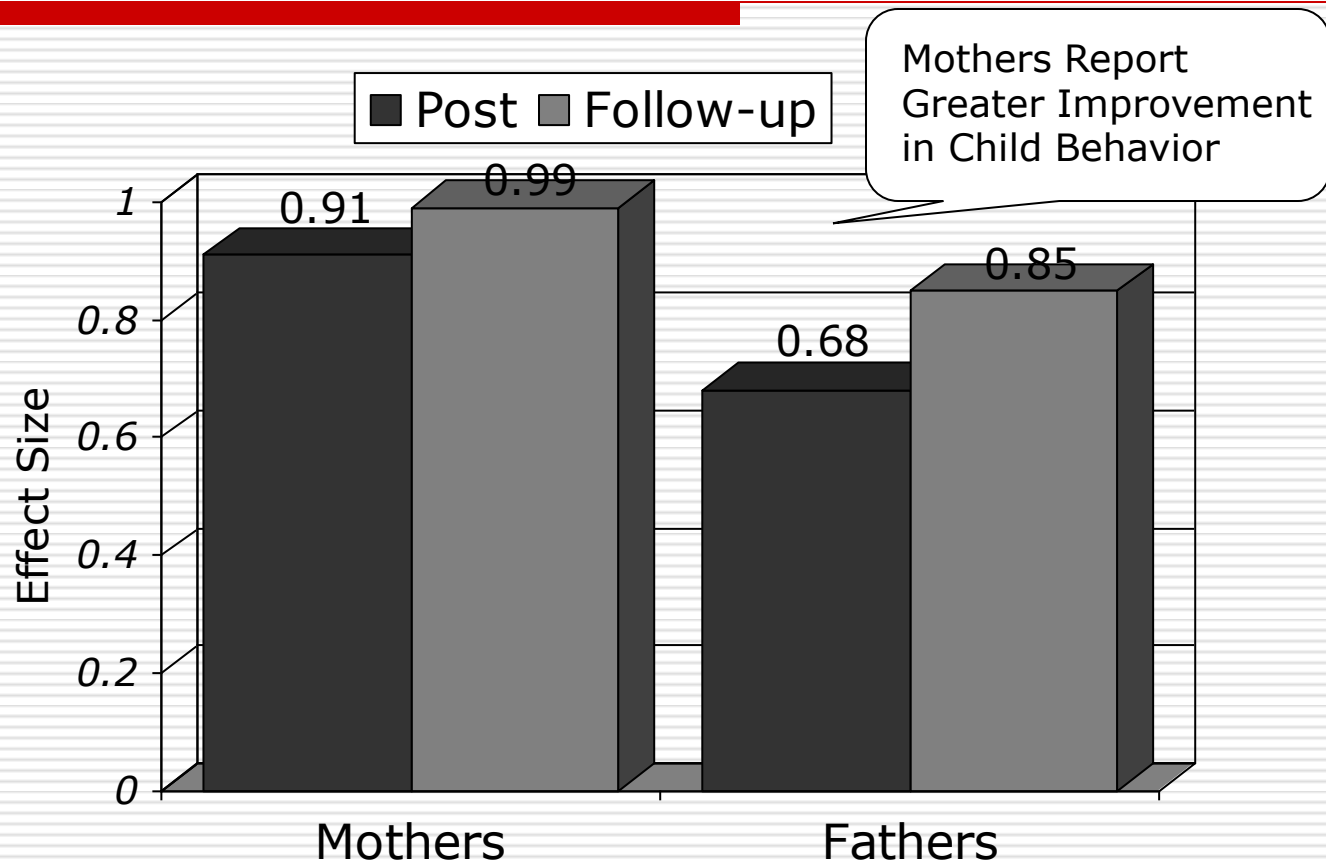
---

# Impact on Parenting: Fathers vs Mothers

---

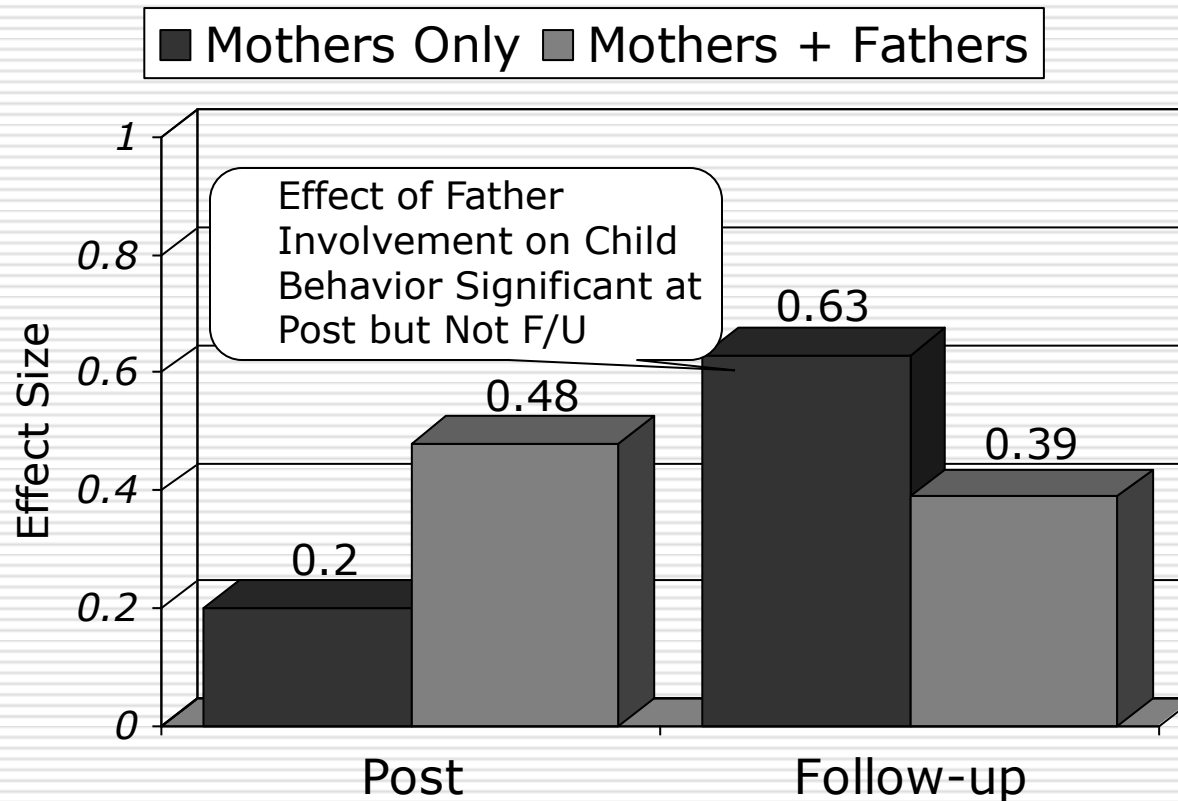


# Reported Impact on Child Behavior: Fathers vs Mothers



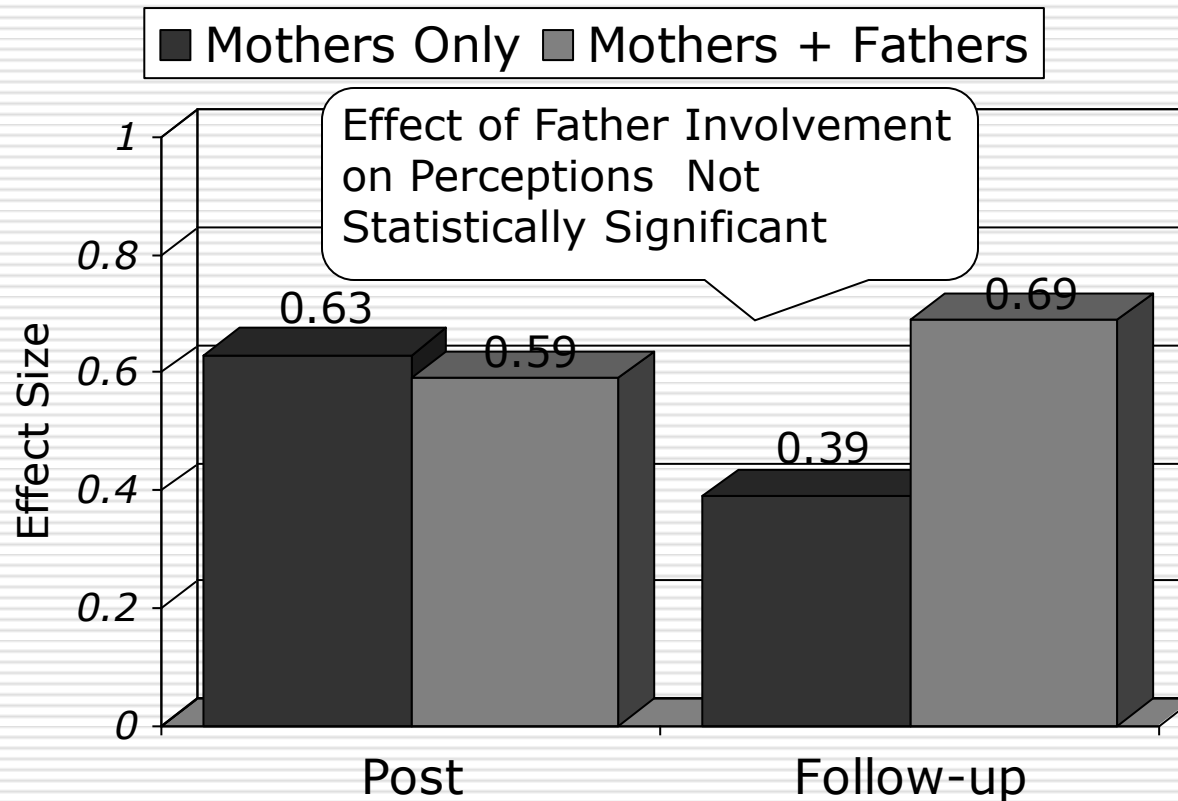
# Involvement of Fathers: Impact on Child Behavior

---



# Involvement of Fathers: Impact on Parent Perceptions

---



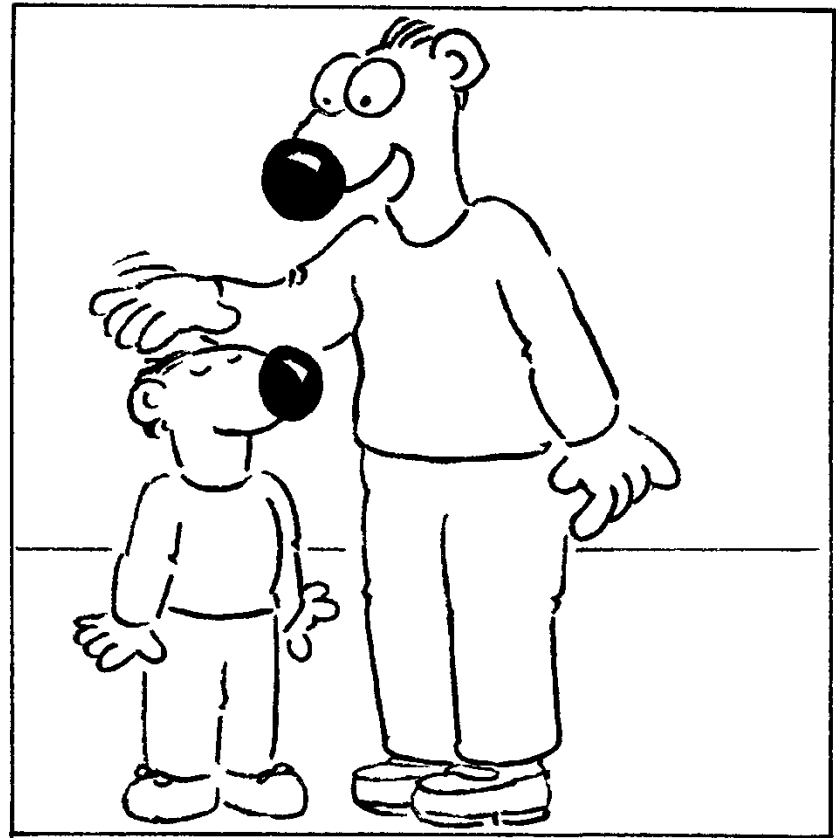
# Efficacy of Parent Training Content

---

# Positive Interaction

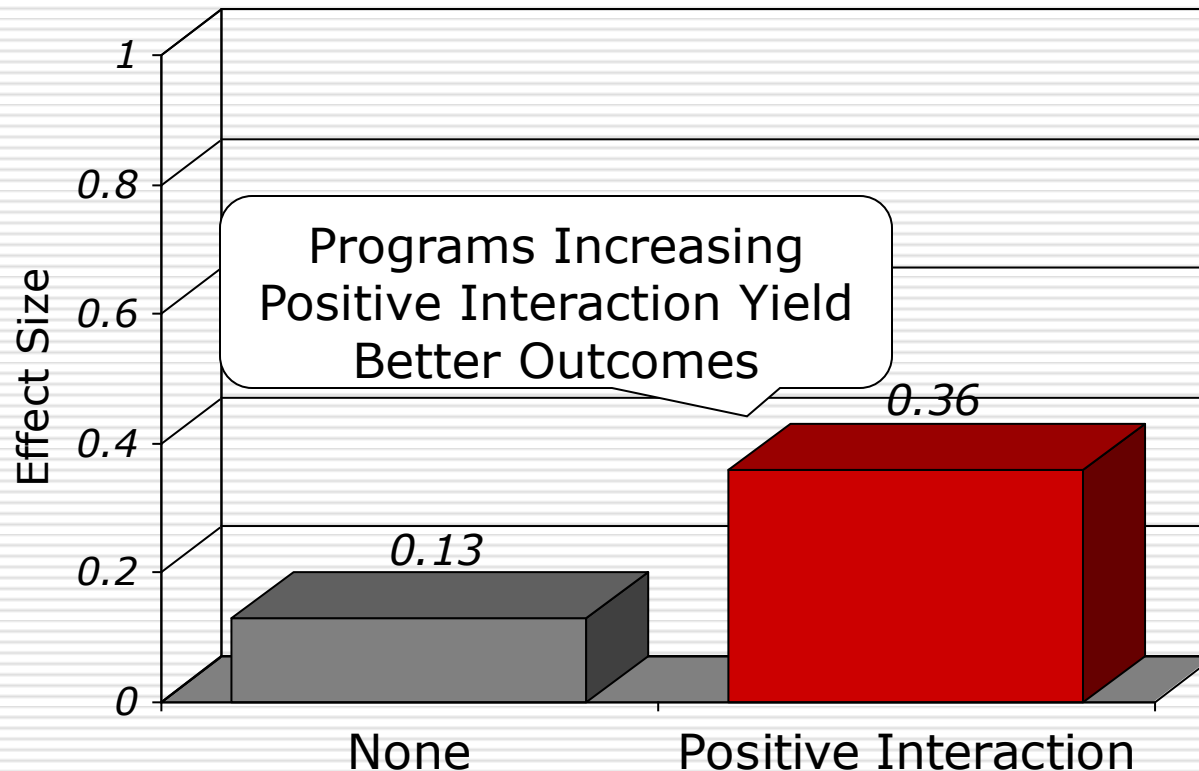
---

Following child's interests, showing enthusiasm, providing positive attention



# Parenting Skills Linked to Outcomes: Positive Interaction with Child

---

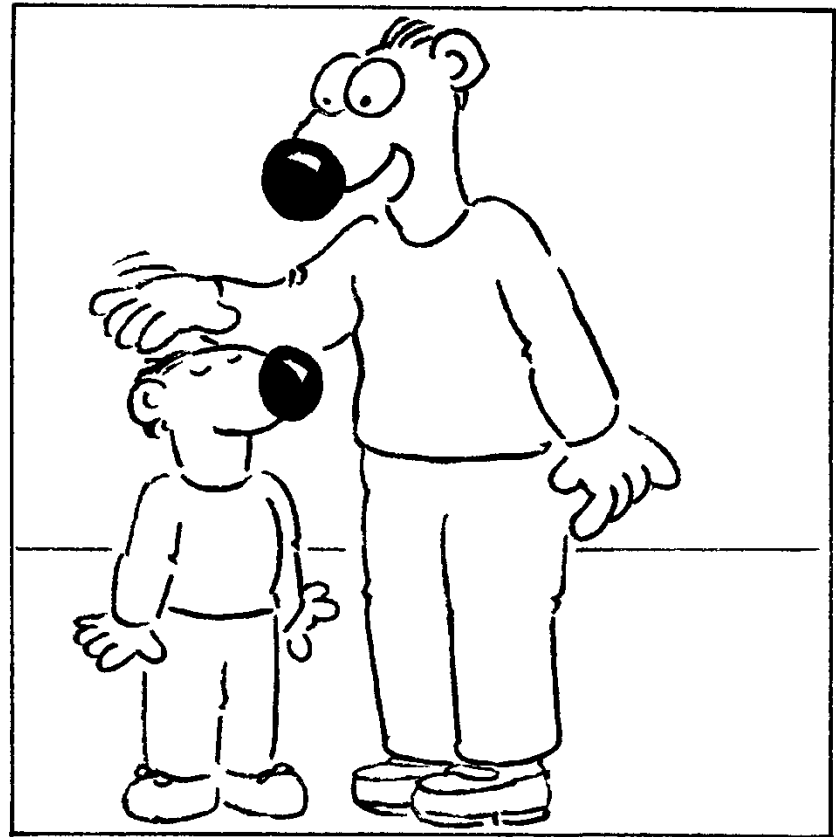




# Responsiveness, Sensitivity Nurturing

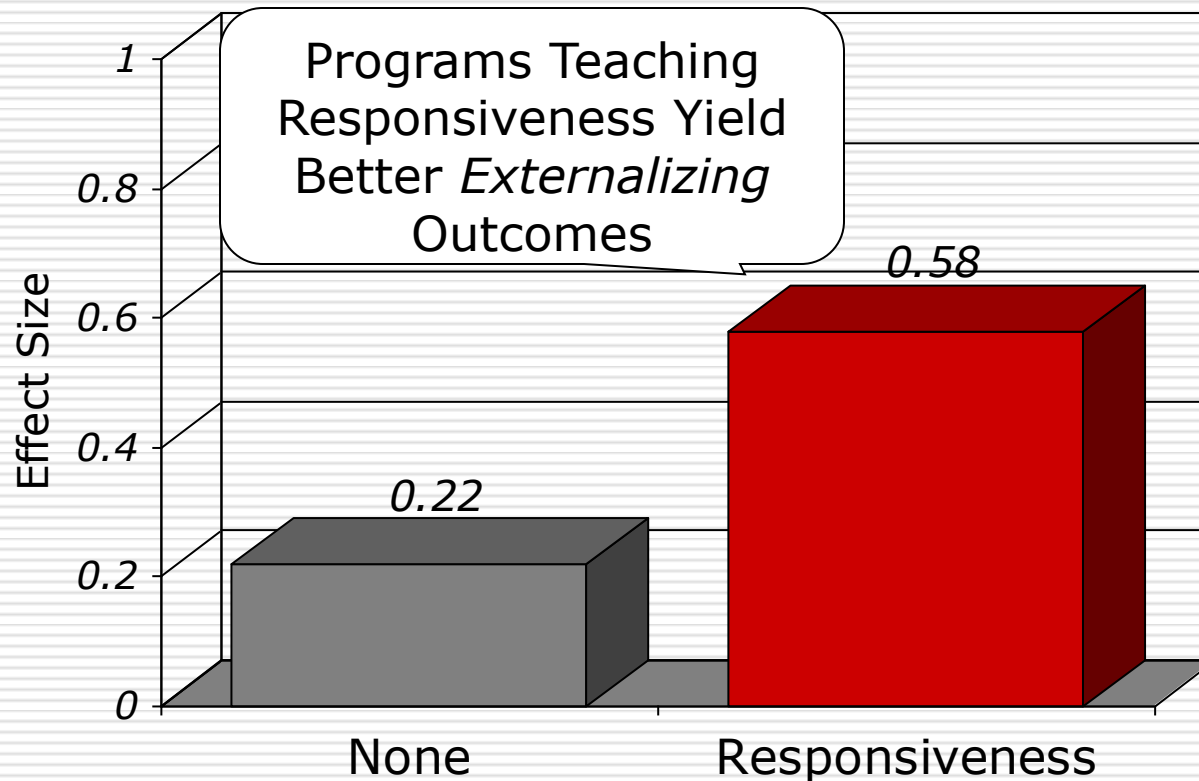
---

Responding sensitively to child's emotional needs (e.g. soothing, developmentally appropriate physical contact and affection)



# Parenting Skills Linked to Outcomes: Responsiveness, Sensitivity, Nurturing

---



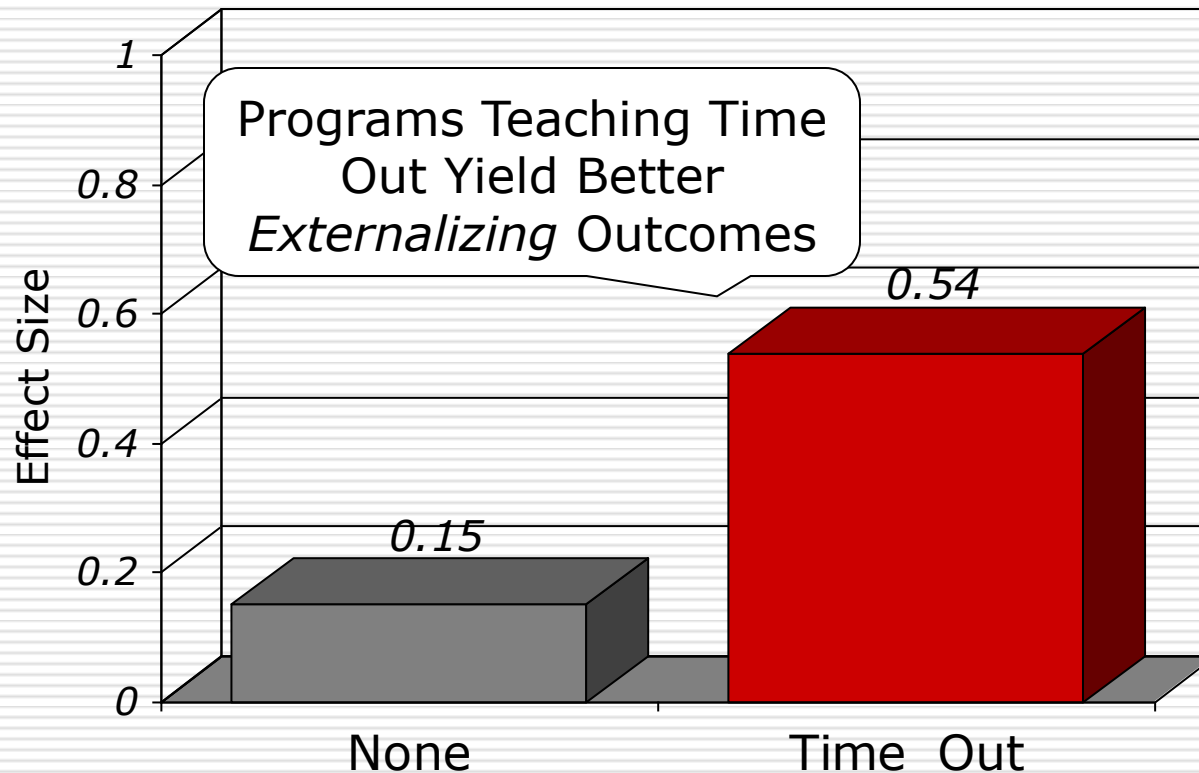


Time Out (from positive reinforcement)

---

# Parenting Skills Linked to Outcomes: Time Out from Positive Reinforcement

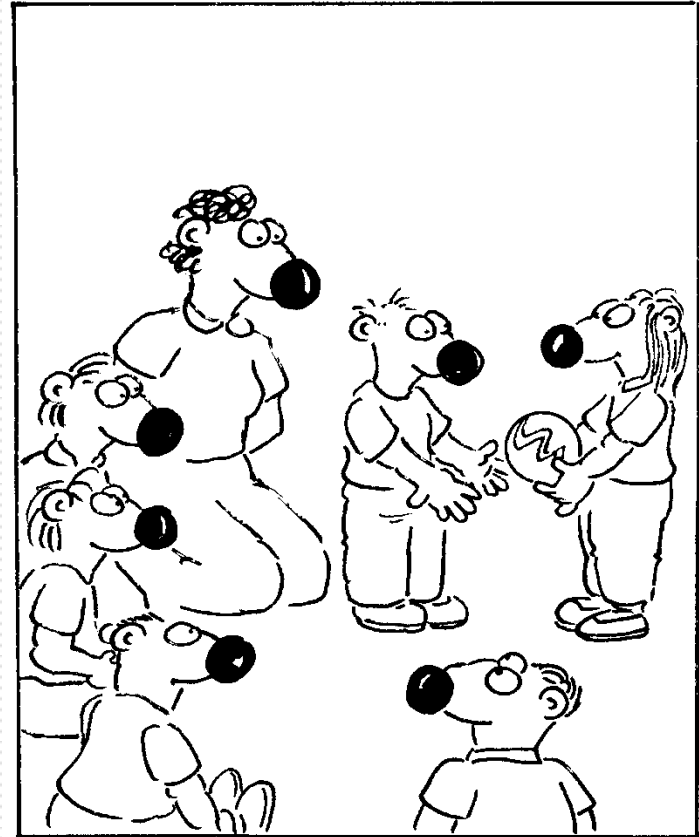
---



# Promoting Social Skills:

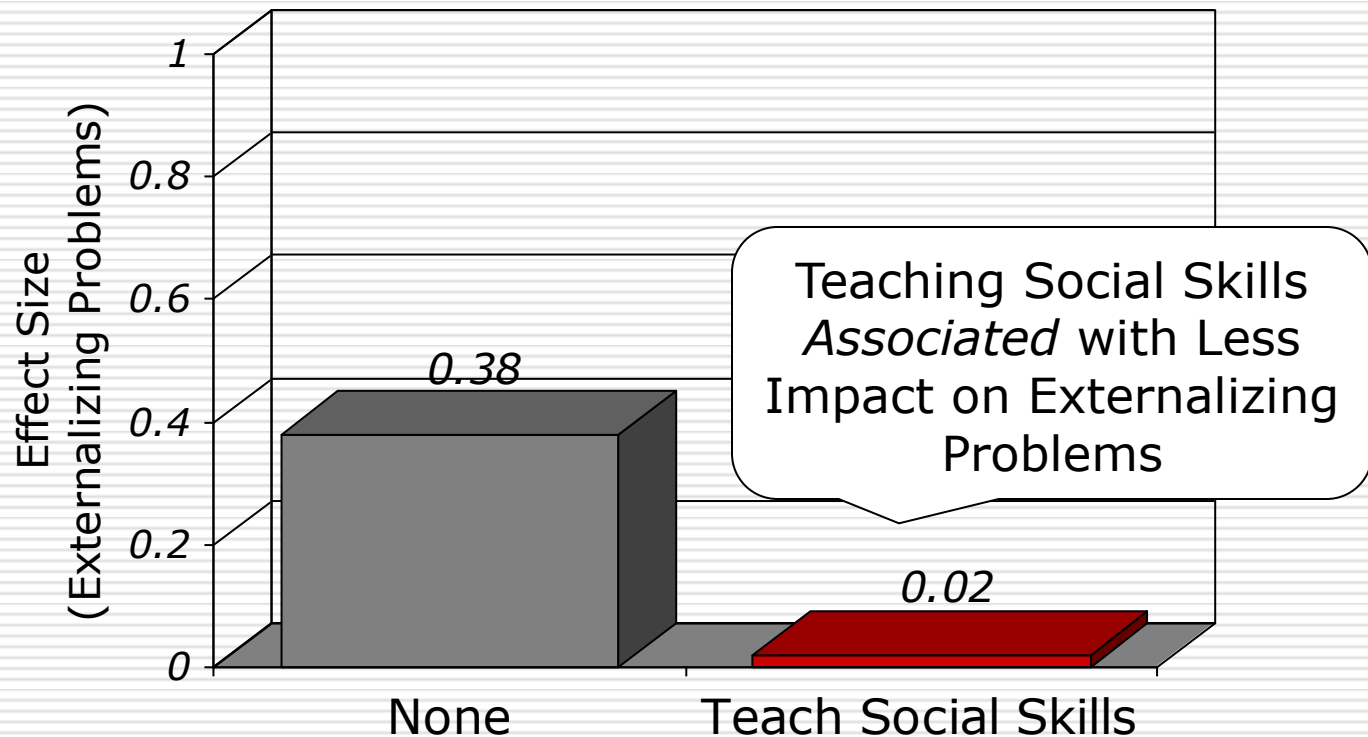
---

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

---



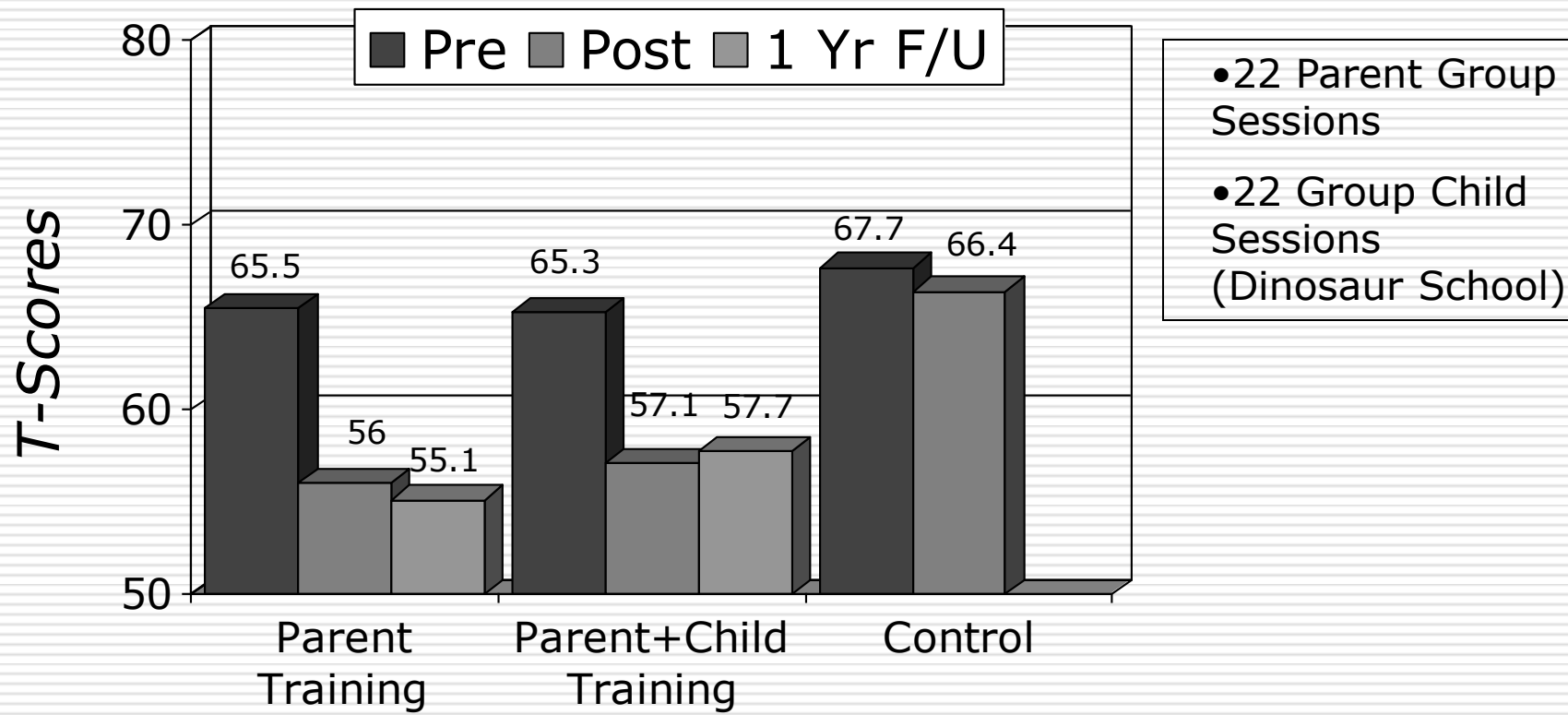
# Incredible Years Child Training: Dinosaur School

---

- ❑ 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

---



---

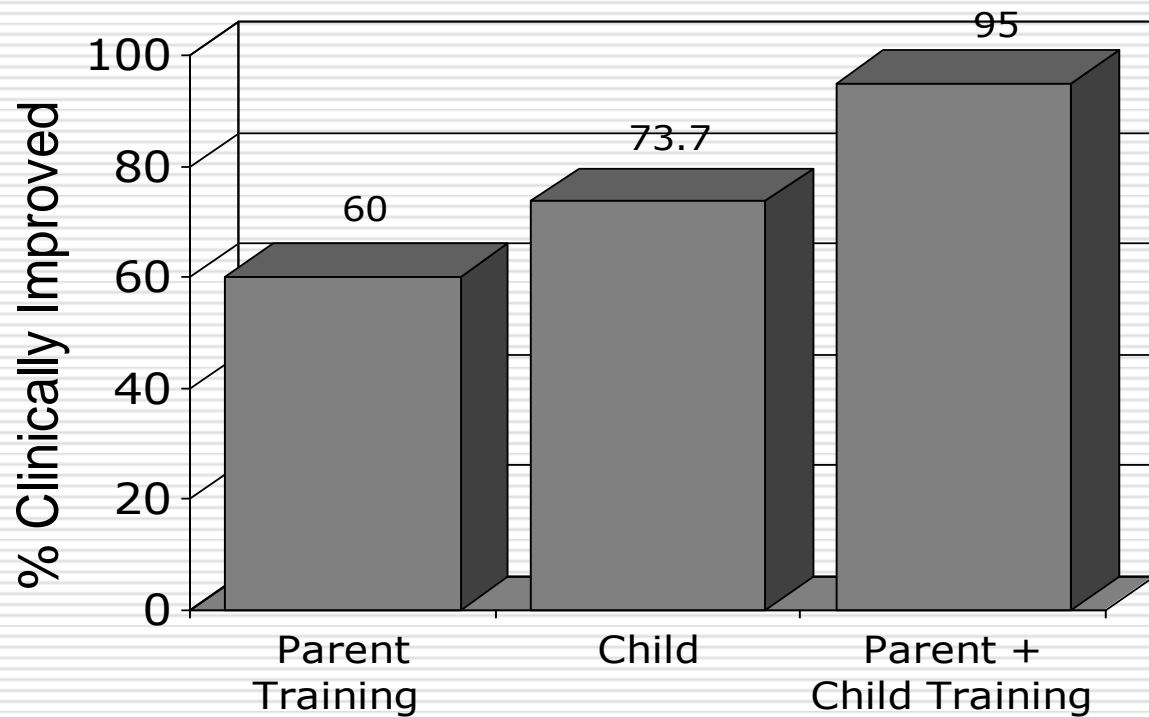
Source: Webster-Stratton & Hammond, 1997



# Addition of Child Training

## % Clinically Improved<sup>1</sup> (1 Yr FU)

---



- 22 sessions
- 4-8 Year Olds
- 130% decrease total child deviant behavior at home
- P+CT > PT
- P+CT vs CT (.10)

# Ancillary Services:

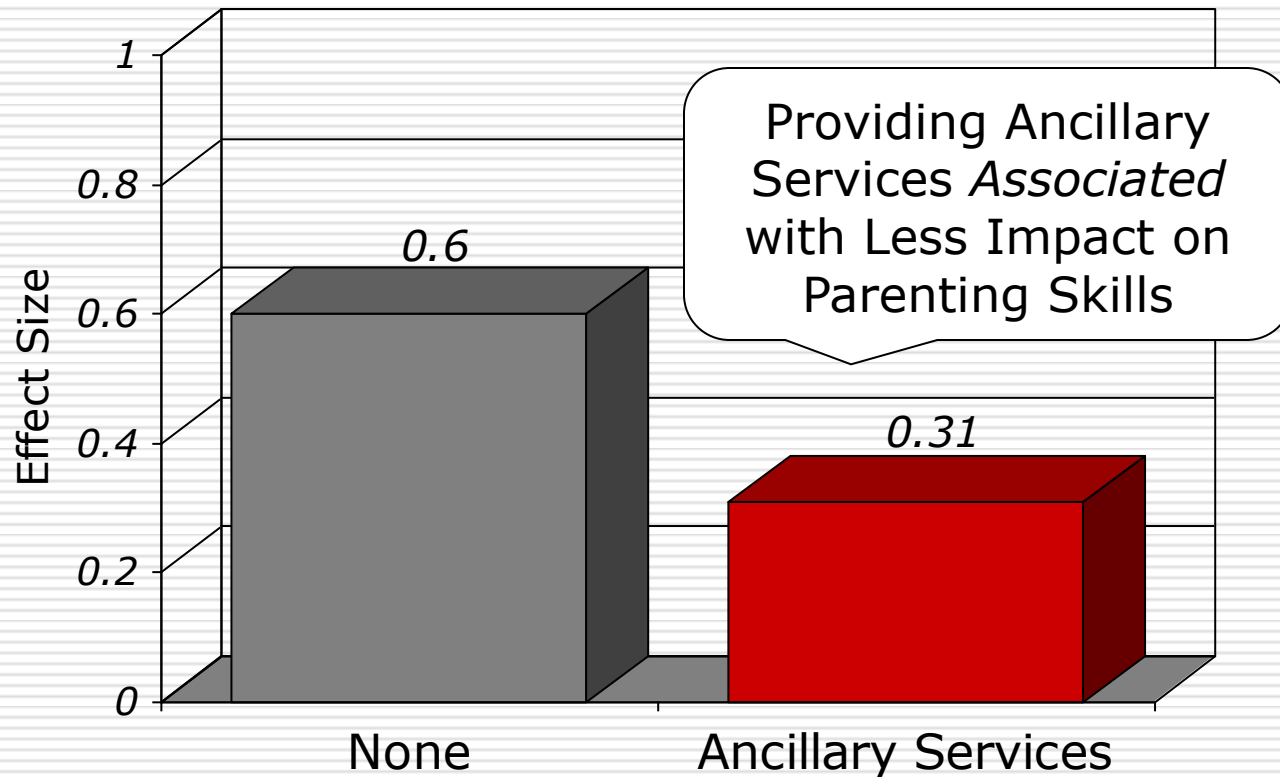
---

Supplementary services (e.g., mental health or substance abuse services, case management, referrals, stress/anger management adults

---

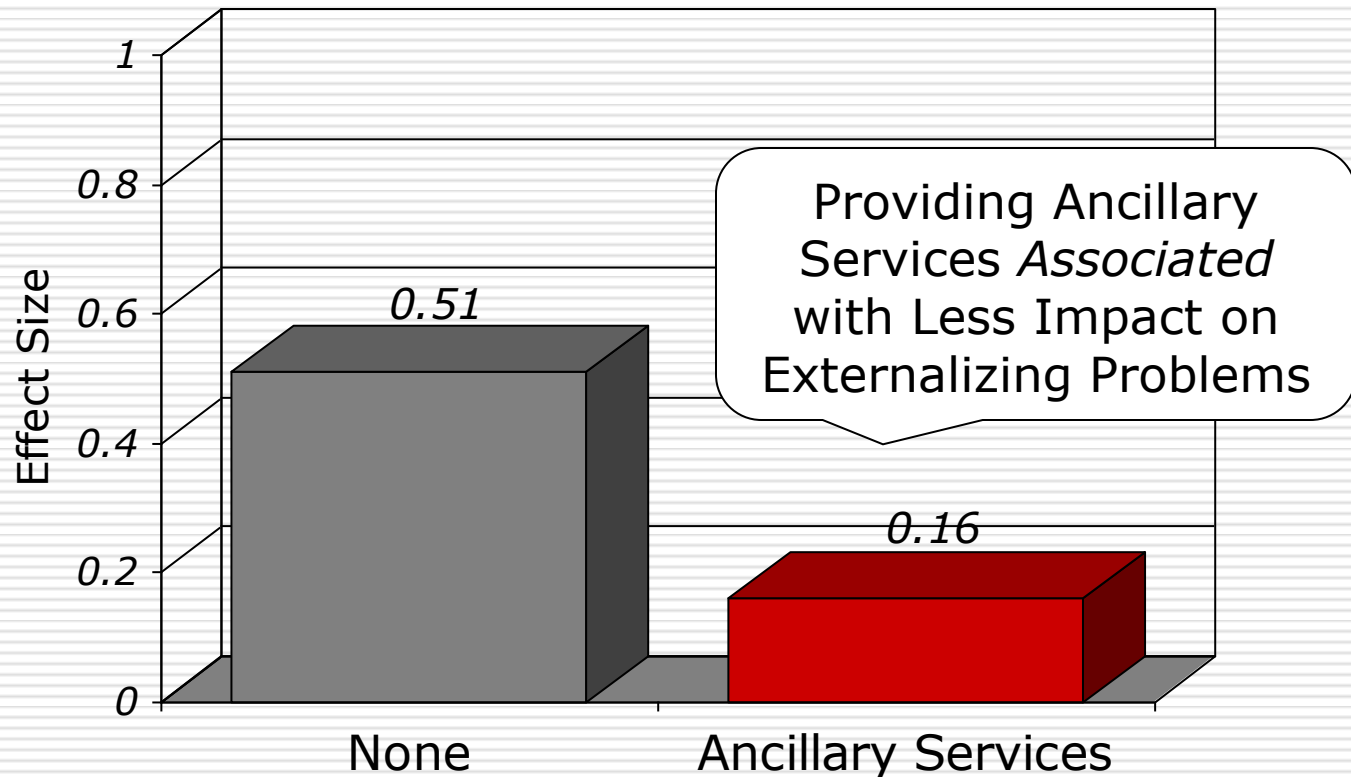
# Inclusion of Ancillary Services: Effects on *Parenting Skills*

---



# Inclusion of Ancillary Services: Effects on *Externalizing Problems*

---

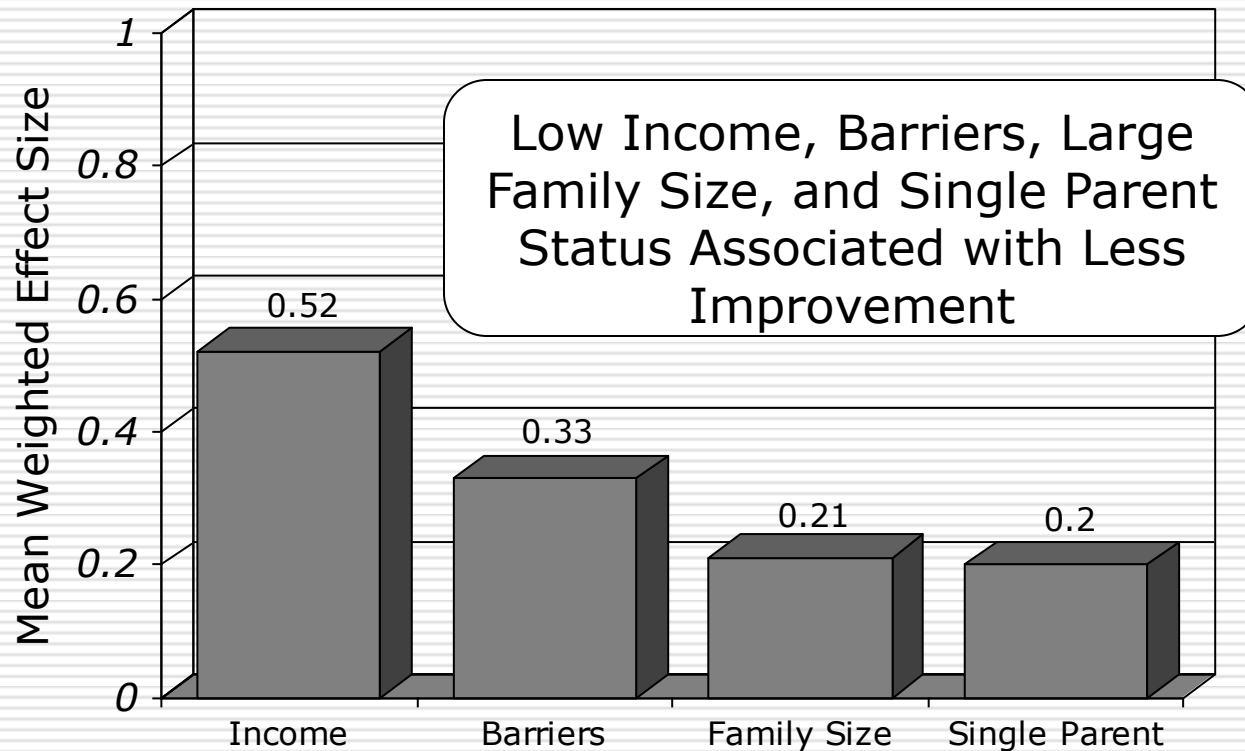


# Limitations of Current Models

---

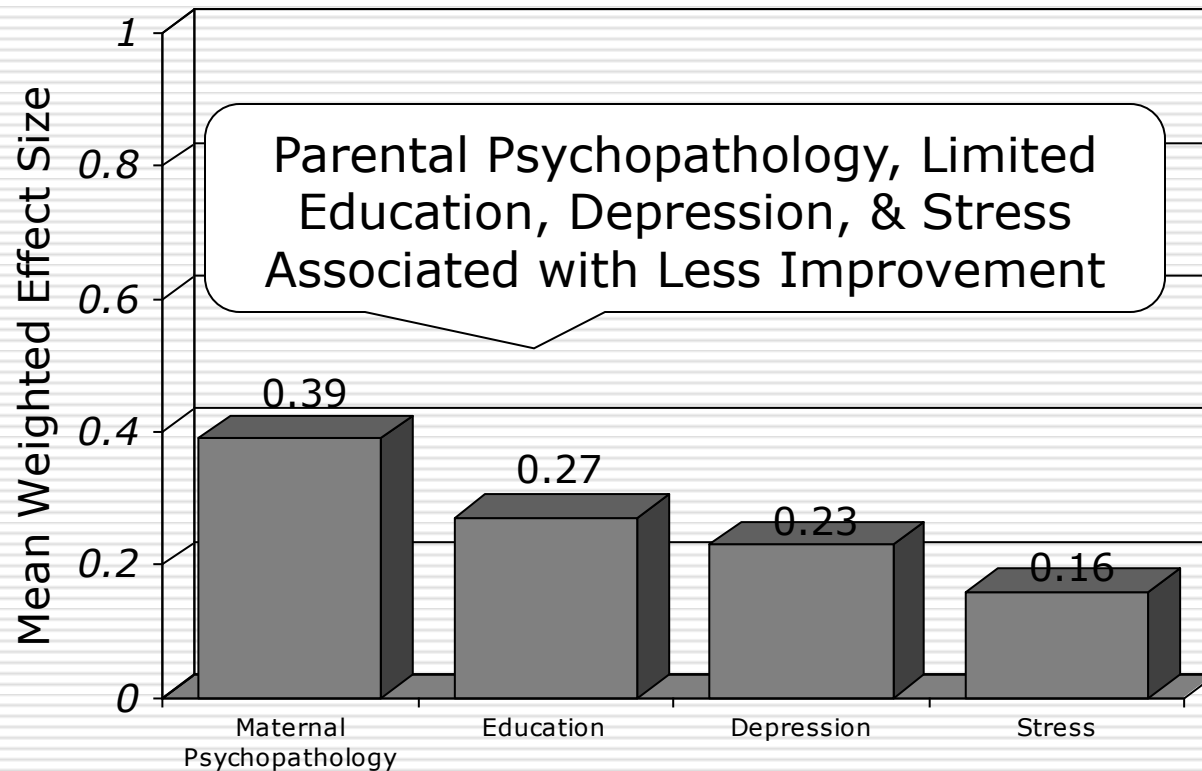
# Family Risks Predict Poor Outcome

---



# Parent Risk Factors Predict Poor Outcome

---

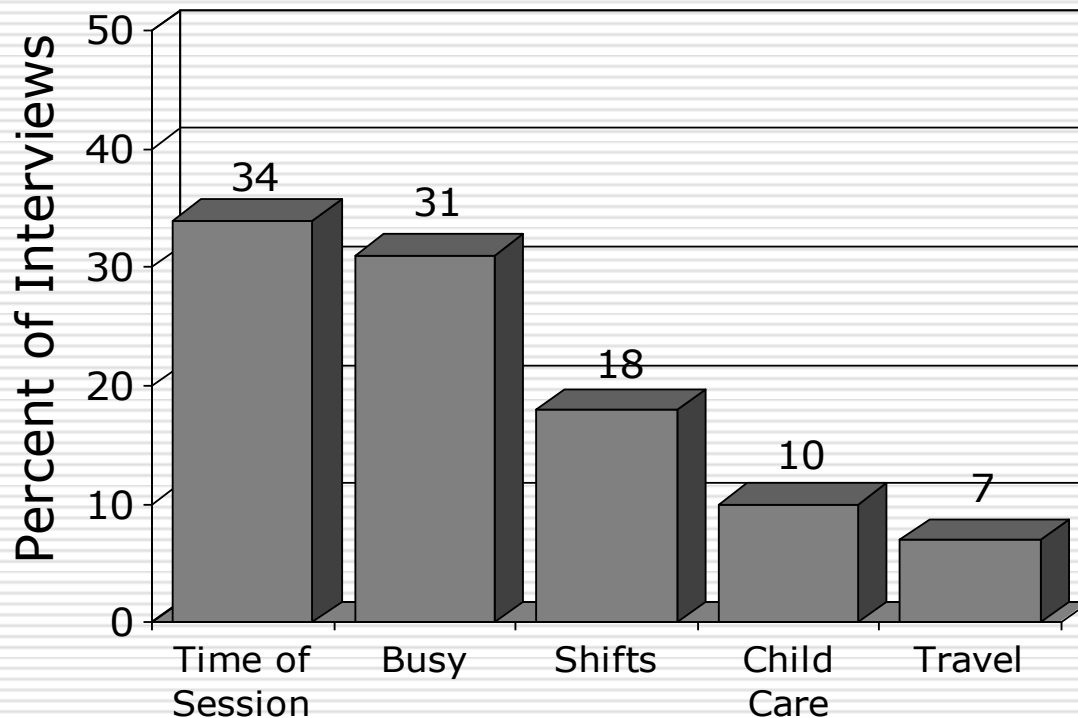


---

Source: Reyno & McGrath. *Journal of Child Psychology & Psychiatry* (2006)

# Logistical Factors Preventing Participation in Parenting Programs

---



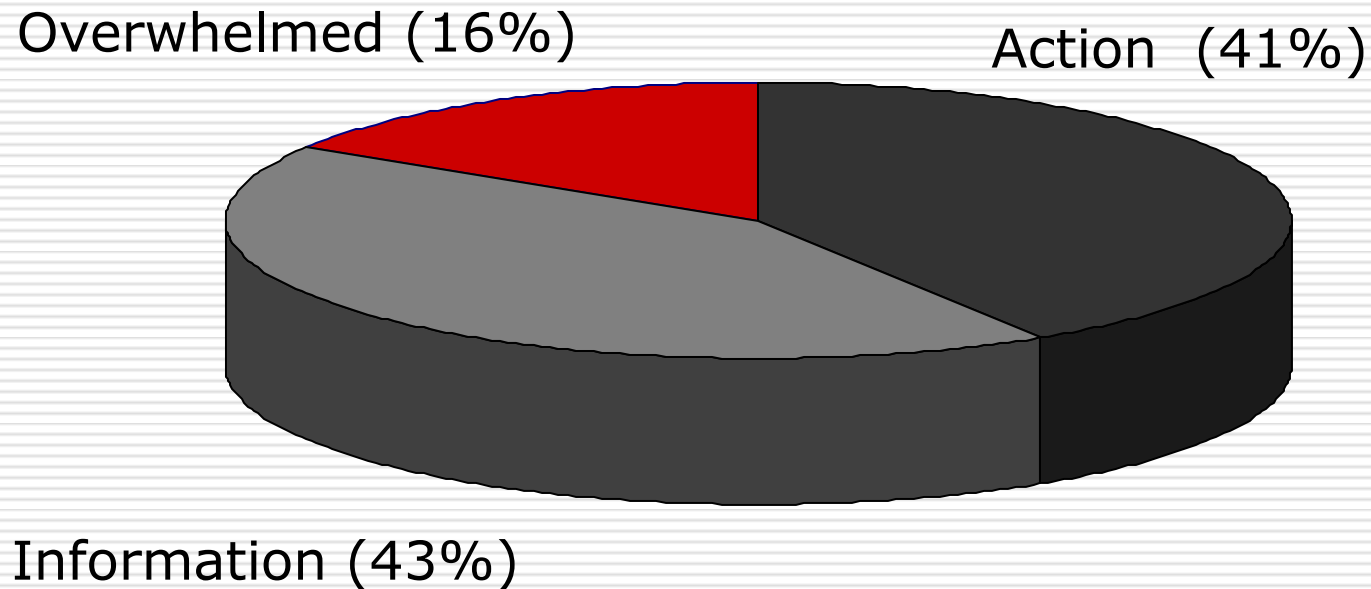
---

Source: Cunningham et al., *Journal of Consulting & Clinical Psychology* (2000)

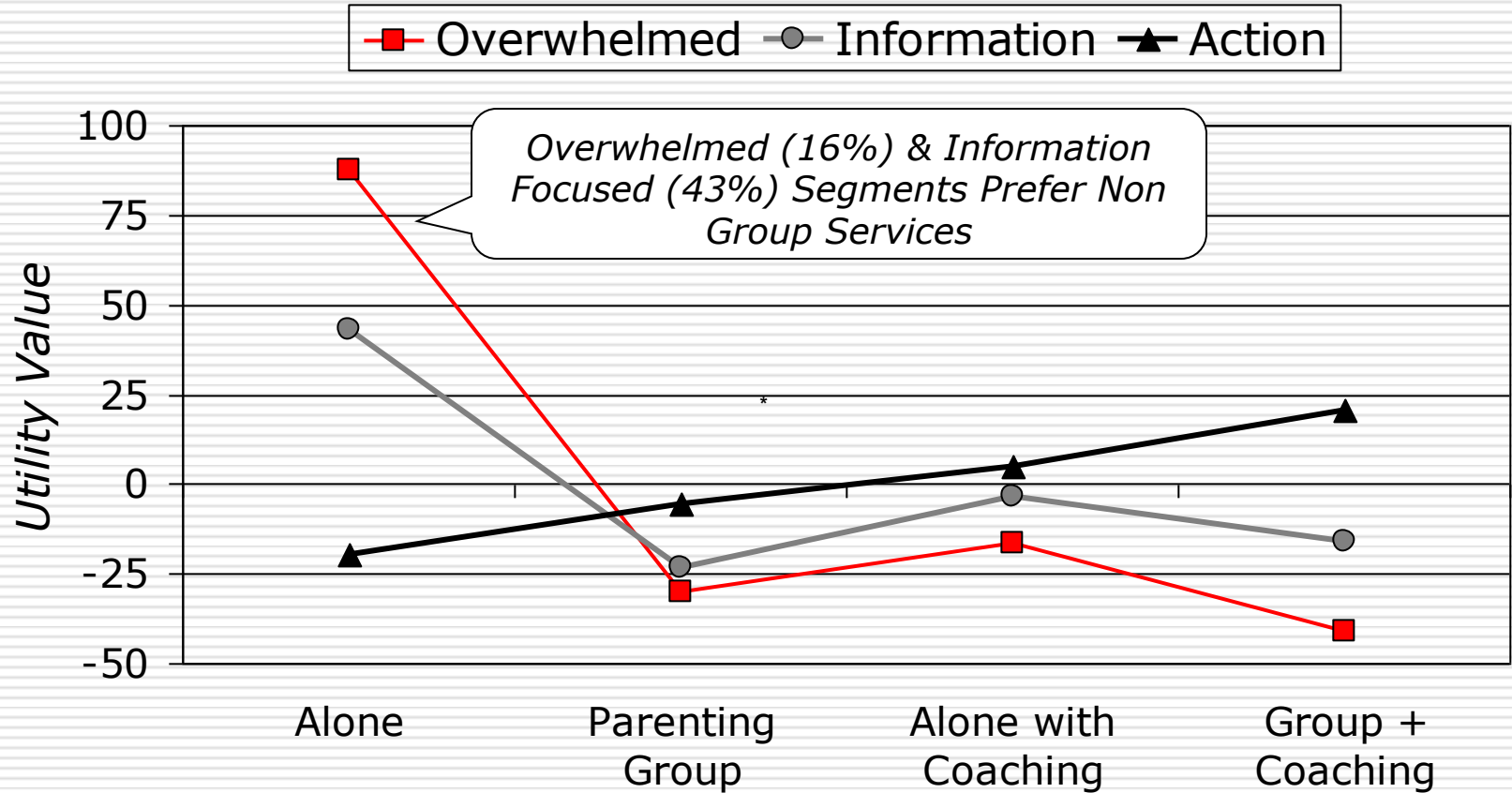


# Latent Class Segmentation Analysis

---

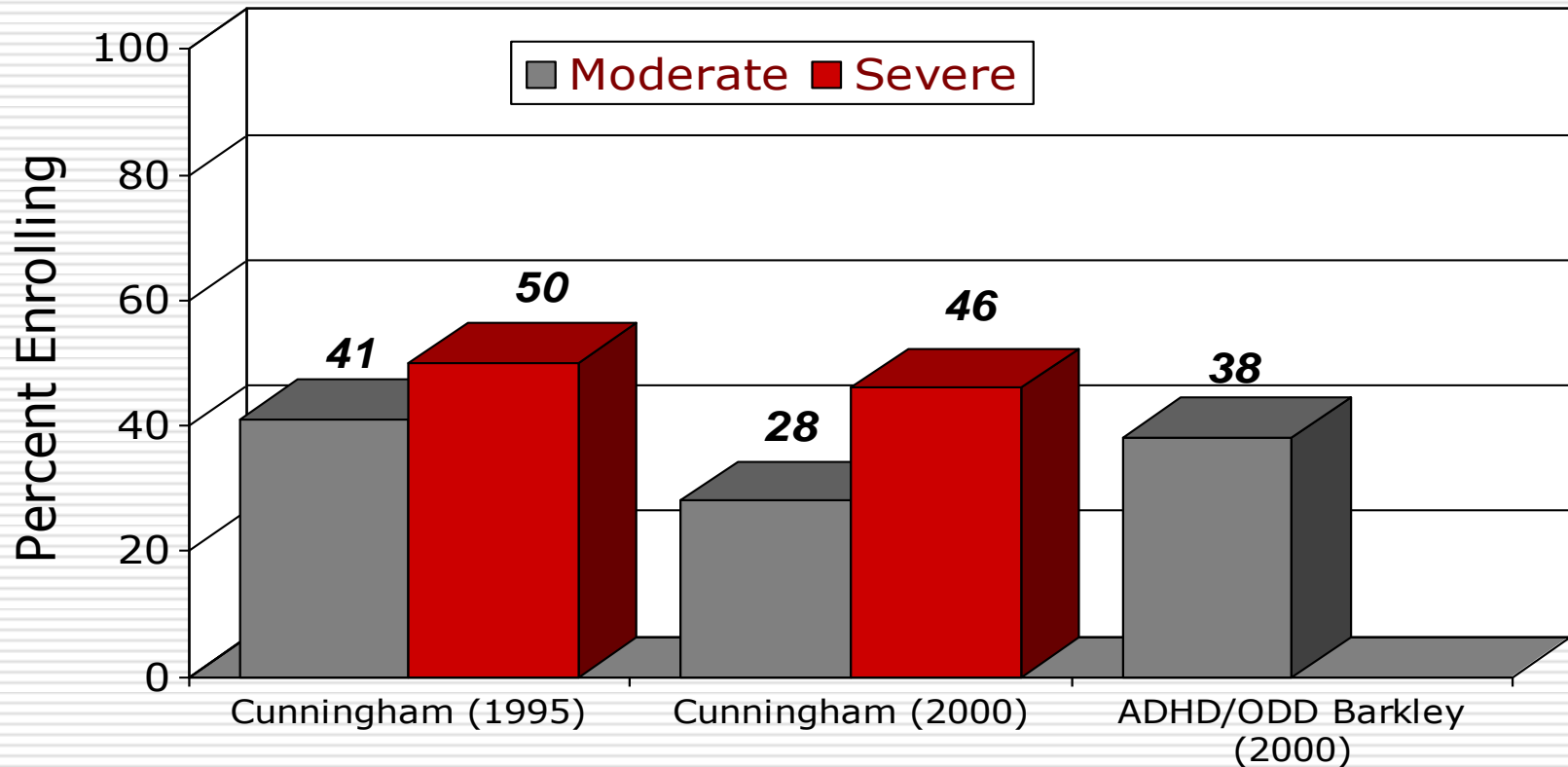


# Group vs Individual Approaches?



# Utilization of Group Parent Training: Prospectively Screened Samples

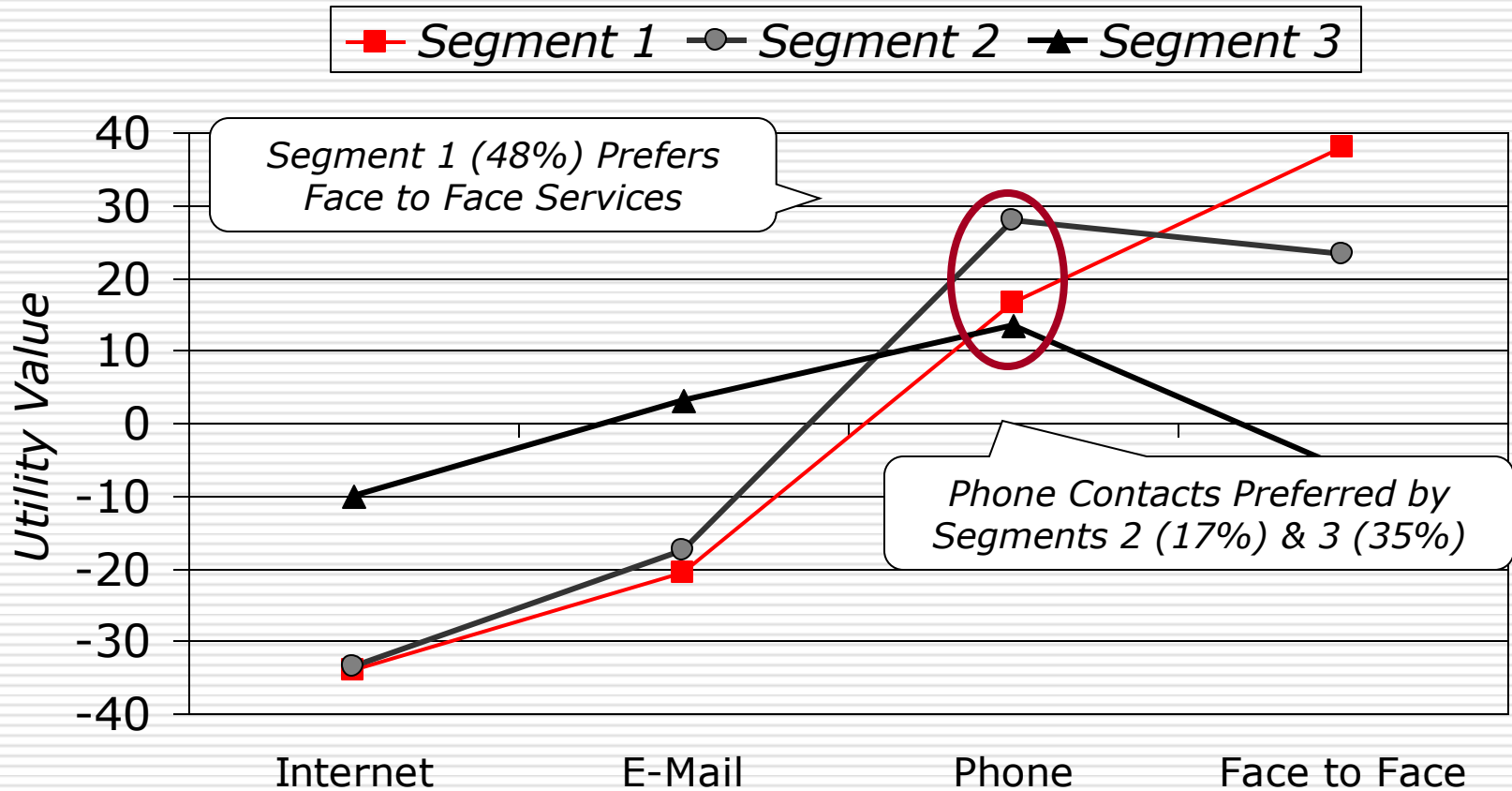
---



---

Cunningham et al., *Journal of Child Psychology & Psychiatry* (2007)  
Cunningham et al., *Journal of Consulting & Clinical Psychology* (2000)  
Barkley et al., *Journal of Abnormal Child Psychology* (2000)

# Preferred Program Format (n= 1060)

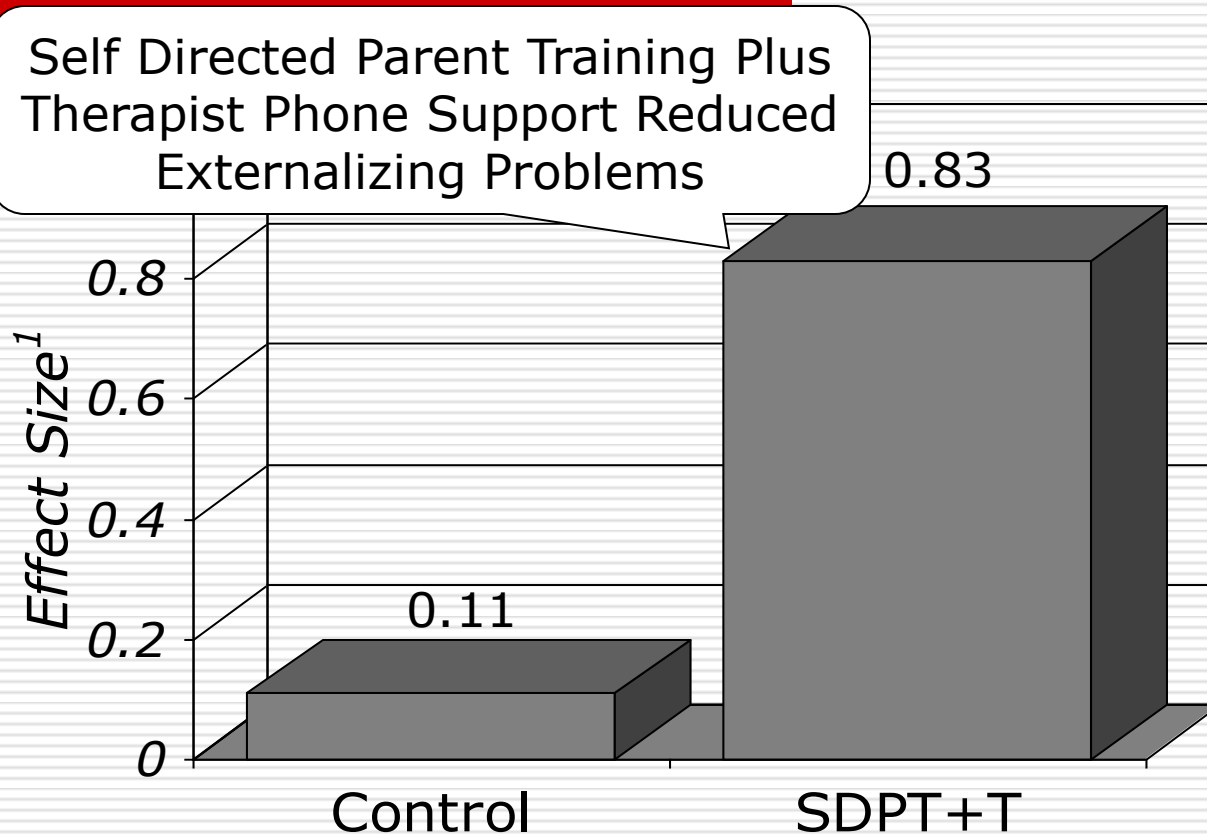


# Self Directed Readings Plus Therapist Support

---

- ❑ 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

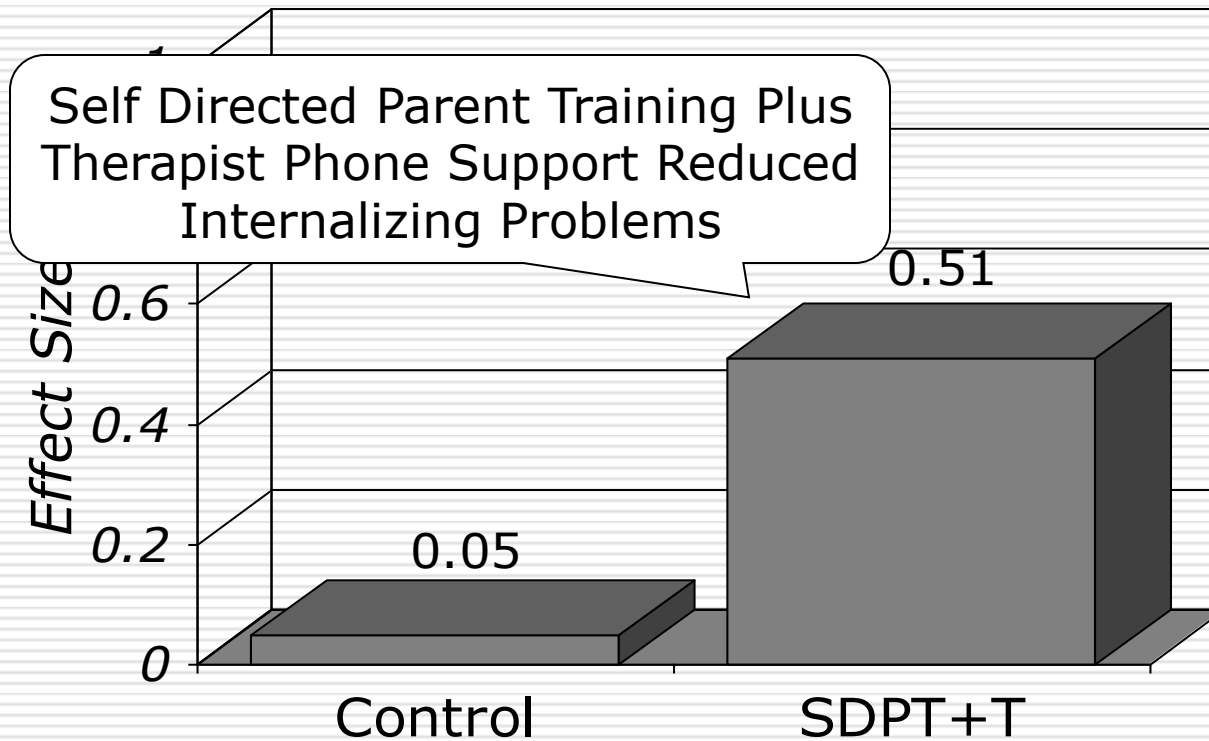


<sup>1</sup>(Pretest Mean-Post Test Mean)/SD Difference

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

# Therapist-Supported Bibliotherapy: Impact on Internalizing Problems

---



$^1(\text{Pretest Mean} - \text{Post Test Mean}) / \text{SD Difference}$

---

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>
2. Society of Clinical Child and Adolescent Psychology website: <http://effectivechildtherapy.com>
3. Center for Children and Families website: <http://ccf.fiu.edu>

### Books:

1. Barkley, R. A. (Ed.). (2005). *Attention Deficit Hyperactivity Disorder: A Handbook for Diagnosis and Treatment*. New York: Guilford Press.
2. Weisz, J.R., & Kazdin, A.E. (Eds.). (2010). *Evidence-based psychotherapies for children and adolescents*. New York: Guilford Press.

### Peer-reviewed Journal Articles:

1. Dretzke, J., Davenport, C., Frew, E., Barlow, J., Stewart-Brown, S., Bayliss, S., Taylor, R.S., Sndercock, J., & Hyde, C. (2009). The clinical effectiveness of different parenting programmes for children with conduct problems: A systematic review of randomized controlled trials. *Child and Adolescent Psychiatry & Mental Health, 3, 7*.
2. Kaminski, J. W., Valle, L. A., Filene, J. H., & Boyle, C. (2008). A meta-analytic review of components associated with parent training program effectiveness. *Journal of Abnormal Child Psychology, 36, 567-589*.
3. Maughan, D. R., Christiansen, E., Jenson, W. R., Olympia, D., & Clark, E. (2005). Behavioral parent training as a treatment for externalizing behaviors and disruptive behavior disorders: A meta-analysis. *School Psychology Review, 34, 267-286*.
4. Reyno, S. M. & McGrath, P. J. (2006). Predictors of parent training efficacy for child externalizing behavior problems – a meta-analytic review. *Journal of Child Psychology & Psychiatry, 47, 99-111*.

