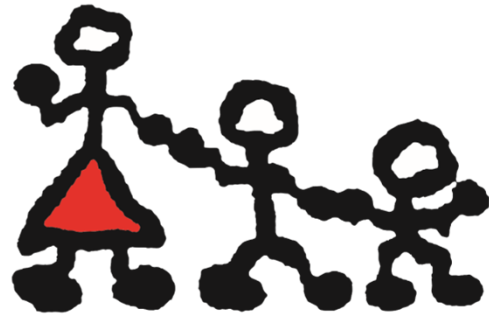


**Early prevention/intervention in disruptive behavior disorders:
A Portuguese study on the efficacy of parents and teachers IY programmes**

**Maria Filomena Gaspar
Maria João Seabra
UNIVERSIDADE DE COIMBRA**

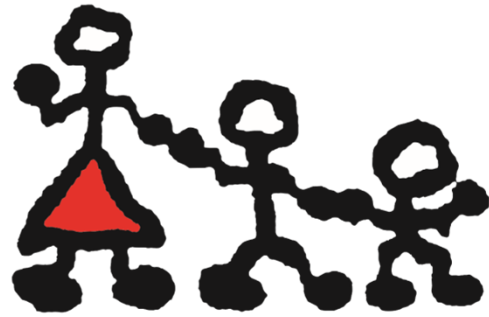




General goals

- *Early prevention/intervention in disruptive behavior disorders: efficacy of parents and teachers programmes*
- Fundação para a Ciência e Tecnologia
 - PTDC/PSI-PED/102556/2008





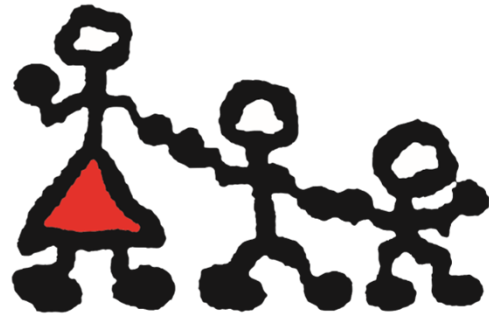
Inclusion and exclusion

Inclusion criteria

- 3 to 6 year old
- Children rated by main caregiver above the 80th percentile on the SDQ (Hyperactivity or Conduct Problems Subscales or both)
- Willingness of caregiver to participate in an IY group

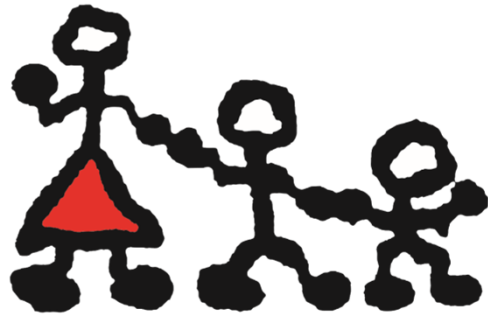
Exclusion criteria

- Formal diagnosis of neurological or developmental disorder or severe developmental delay
- Children undergoing any pharmacological or psychotherapeutic intervention

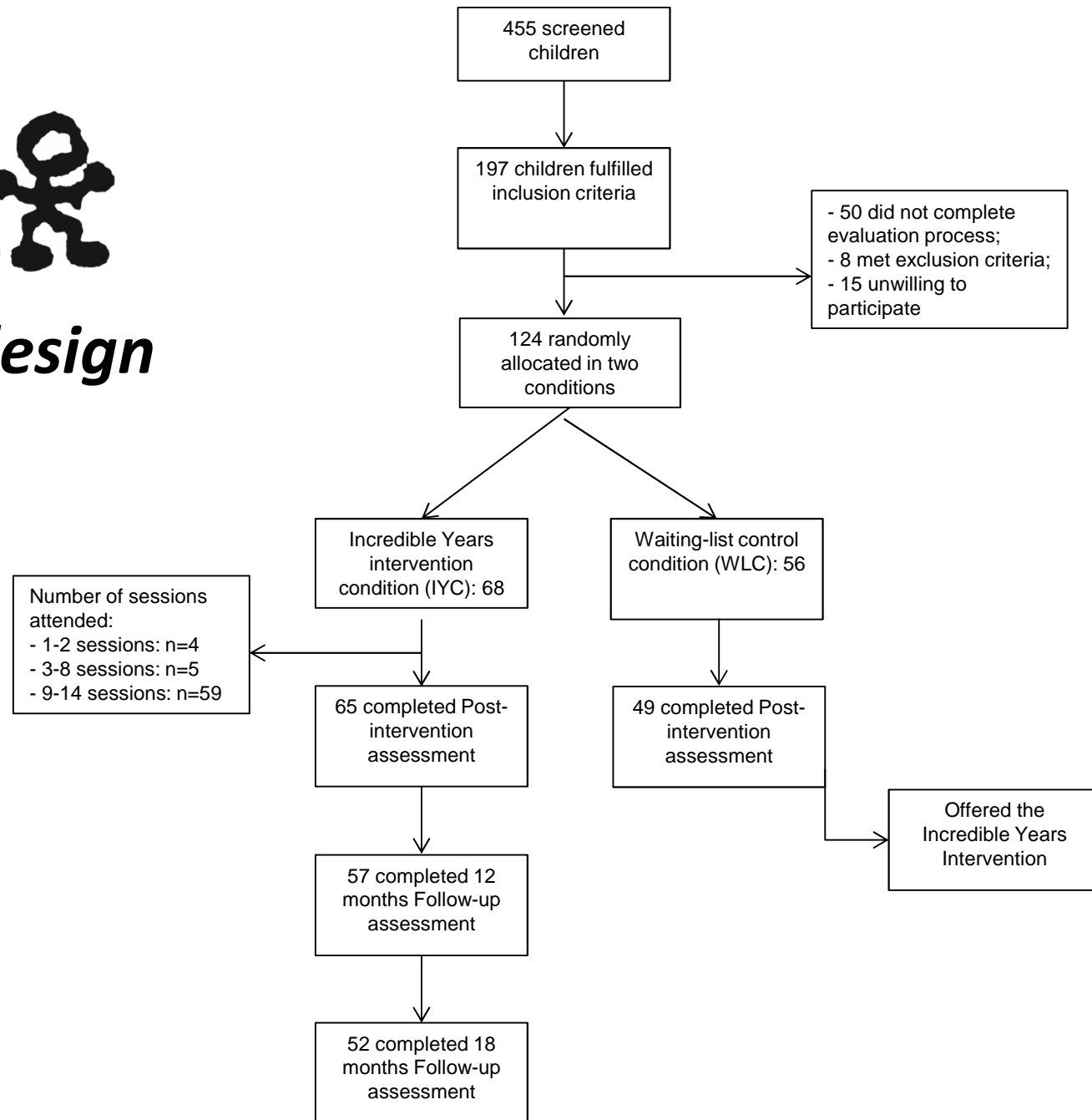


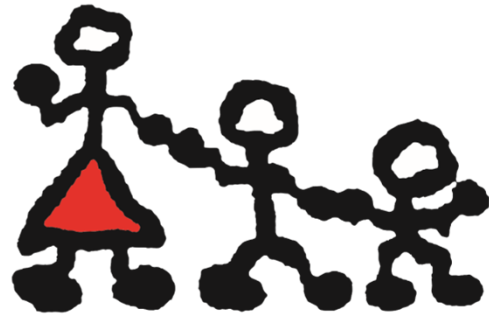
Part 1 – IY Basic Parents Program **Questions to be answered**

- ***Question 1:*** Is the program effective in changing parenting practices and children's behavior in a positive way?
- ***Question 2:*** (If so) Are the results sustained over time?
- ***Question 3:*** How does the program work (moderator and mediator effects)?



Research design





Sample – demographic characteristics

Children

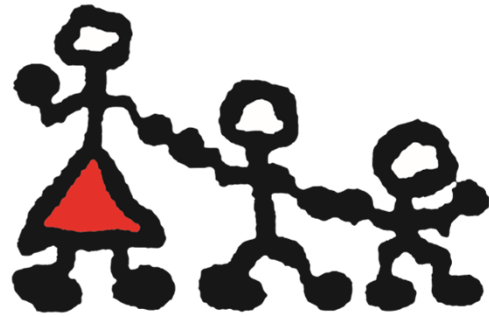
- 73% male
- Age: between 3 and 6 (mean = 55.86 months)

Caregivers

- 98% mothers
- Mostly married (80%)
- Mean age = 35.35
- 48% had completed a university degree

Families

- 44% had a medium SES



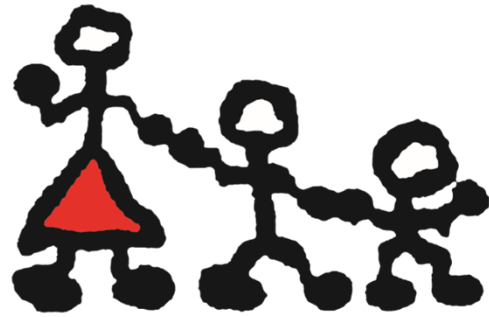
Sample – psychological characteristics

Children

- 28% at moderate risk for **externalizing behavior problems** and 46% at high risk (PKBS-2)
- 29% at moderate risk for low **social skills** and 30% at high risk (PKBS-2)

Caregivers

- 22% percent self-reported **depressive symptoms** above the clinical cut-off (BDI)
- 41% were above the cut-off on the **Positive Symptom Distress Index** of the Brief Symptom Inventory
- 41% reported **stressful life events** above the 80th percentile according to the Parenting Stress Index
- High scores on **negative parenting practices** (Arnold), and low on **parental sense of competence** (PSOC)



Measures

Child problem behavior reported by parents

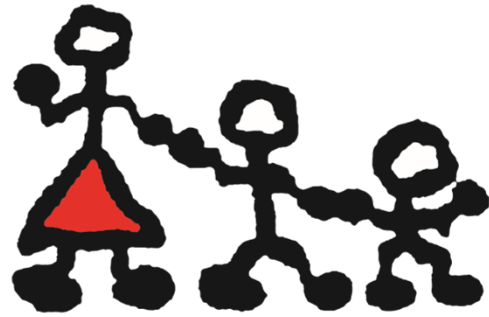
- Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997, 2004)
- *Preschool and Kindergarten Behavior Scales* – 2nd Ed. (PKBS-2; Merrell, 2002, 2008)
- Werry-Weiss-Peters Activity Scale (WWP; Routh, 1978, 2008)
- Parental Account of Child's Symptoms (PACS; Taylor et al., 1991, 2008)

Parenting competencies and psychopathology symptoms

- *The Parenting Scale* (Arnold, O'Leary, Wolff & Acker, 1993, 2007)
- *Parental Sense of Competence Scale* (PSOC; Johnston & Mash, 1989, 2007)
- Beck Depression Inventory (Beck et al., 1961, 1973)
- Adults AD/HD Rating Scale (Barkley & Murphy, 1998, 2008)

Parent-child interaction

- *Dyadic Parent-Child Interaction Coding System* (DPICS; Eyberg, 1981, 2008)

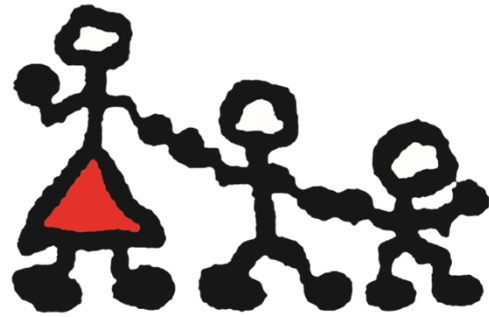


IY Intervention [Experimental]



- Version previous to 2008 was used
- Groups of 9-12 parents (43% children had both parents present)
- 2 hours sessions in the evening
- Childcare and snacks provided
- Groups run by 2 trained group leaders (from a total of 6)
- 2 booster sessions (after post and FU1 evaluations)

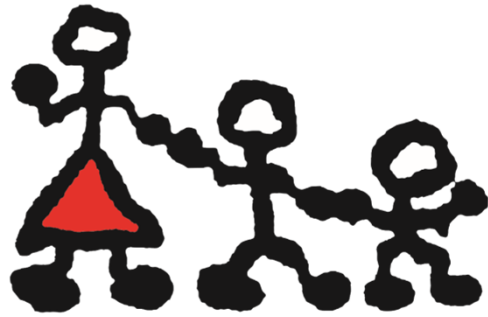
- Average number of sessions attended = **11**
- 87% attended 9 or more of the 14 sessions
- 4 dropouts (6% only attended the first session)



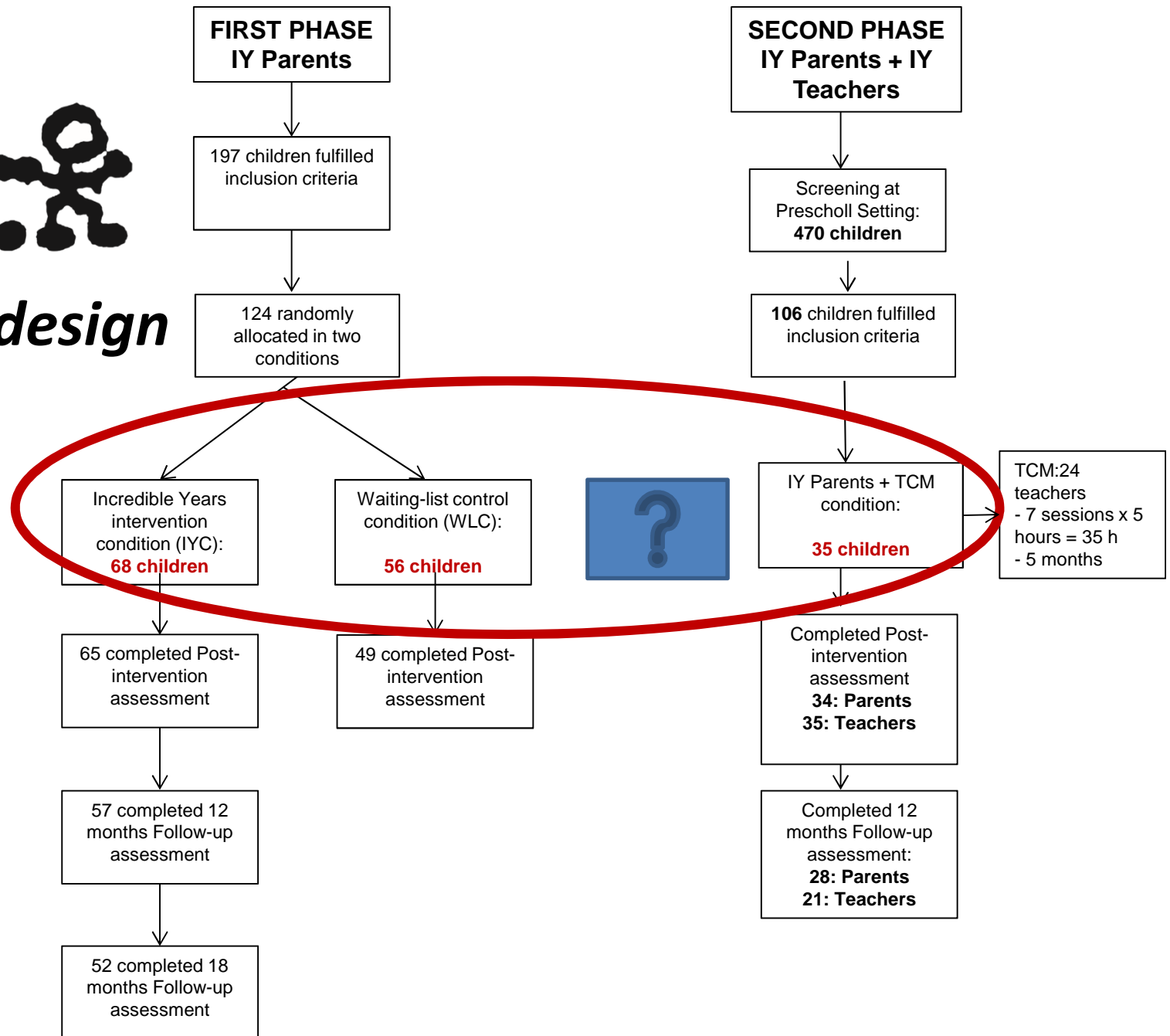
Part 2 – IY Basic Parents Program + TCM Program

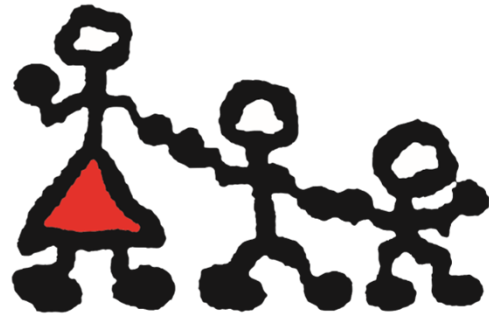
Questions to be answered

- ***Question 1:*** *Adding the TCM to Parent Program* is more effective in changing children's behavior at school in a more positive way than the Parent Program alone?
- ***Question 2:*** (If so) Are the results sustained over time?
- ***Question 3:*** Does the TCM program have a positive impact on teachers' practices at school?



Research design





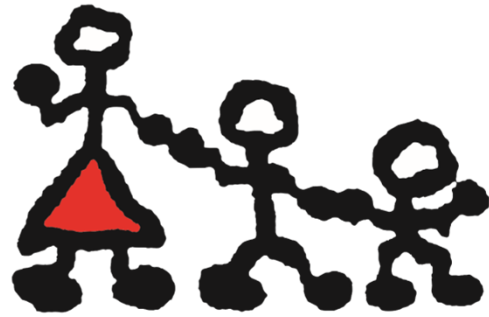
Measures

Child problem behavior reported by teachers

- Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997, 2004)
- *Preschool and Kindergarten Behavior Scales* – 2nd Ed. (PKBS-2; Merrell, 2002, 2008)

The teacher-child interaction

- **The Teacher–Pupil Observation Tool (TPOT; Martin et al., 2010)**



***Equivalence of the three conditions:
IYP ; IYP + TCM ; WL***

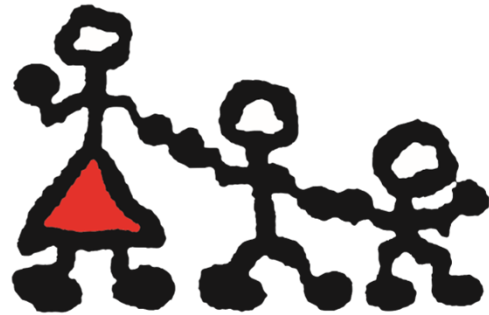
CHILDREN

Demographic characteristics

- **age; sex**

Psychological characteristics

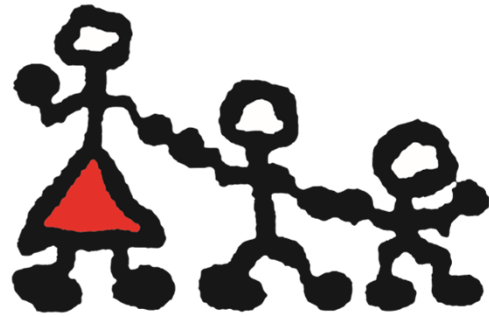
- **externalizing behavior problems assessed by mothers and by teachers (PKBS-2)**
- **social skills assessed by mothers and by teachers (PKBS-2)**




Results 2 – Teachers' practices

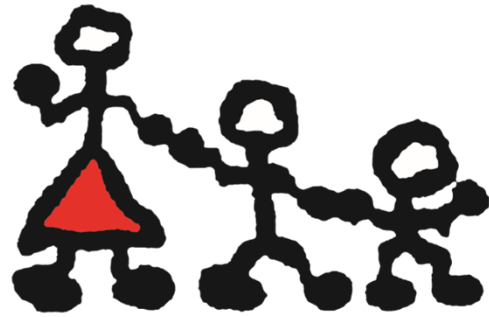
The Teacher–Pupil Observation Tool (TPOT; Martin et al., 2010)

The TPOT (Martin et al., 2010) is a 75-item measure of the frequency of teacher and child behaviors of which half of the items are devoted to child interactions or responses (with or to the teacher or other pupils in the class) and the other half of the items are devoted to teacher interactions (with the target child or with other pupils in the class).



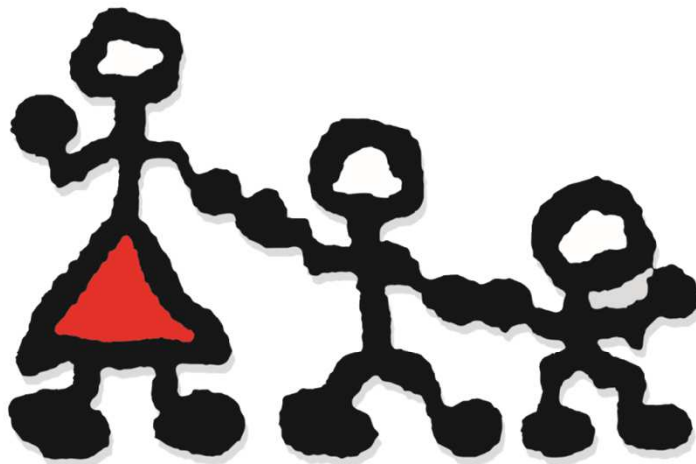
Main conclusions

- The **Parent program** is effective in changing parenting practices and children's behavior in a positive way
 - Changes are clearer at home than at school  + **intervention at school** is effective in changing children's behavior at school : improves social skills and reduces externalizing behavior problems & teachers gave significantly fewer commands, asked fewer questions and gave more labelled praise to target children
- Maternal parenting practices are a mediator for treatment change



Main conclusions

- Changes observed after the intervention are sustained over time (12 and 18 months after baseline)
 - Trend to fade in the last evaluation on the observation measures
➔ more intervention might be needed in some cases



Anos Incríveis Portugal

OBRIGADA!