Supporting parents, children and teachers: Research and practice

Canolfan Ymyrraeth Cynnar ar Sail Tystiolaeth Centre for Evidence Based Early Intervention

Annual Conference 2012, Cardiff



Developing and researching the Incredible Years Parent programmes in Portugal

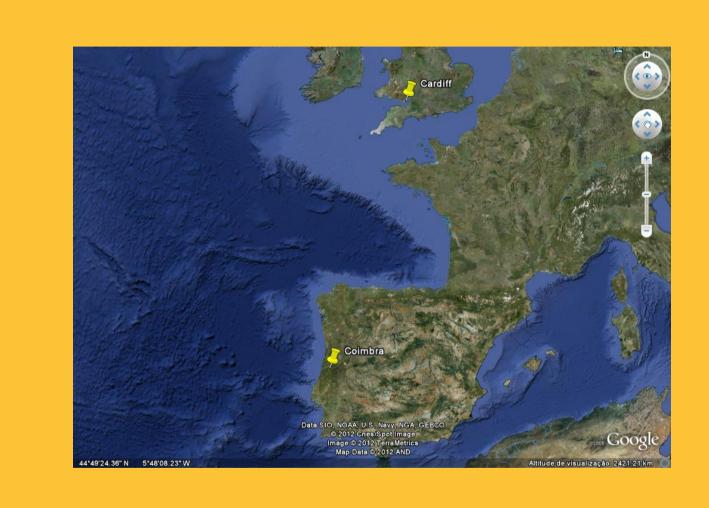


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- 1. Translation and adaptation of materials
- 2. Leader training and supervision
- 3. Research progress (on-going research trial that aims to study the efficacy of the Incredible Years Basic Parent programme in the early prevention of disruptive behaviour disorders)













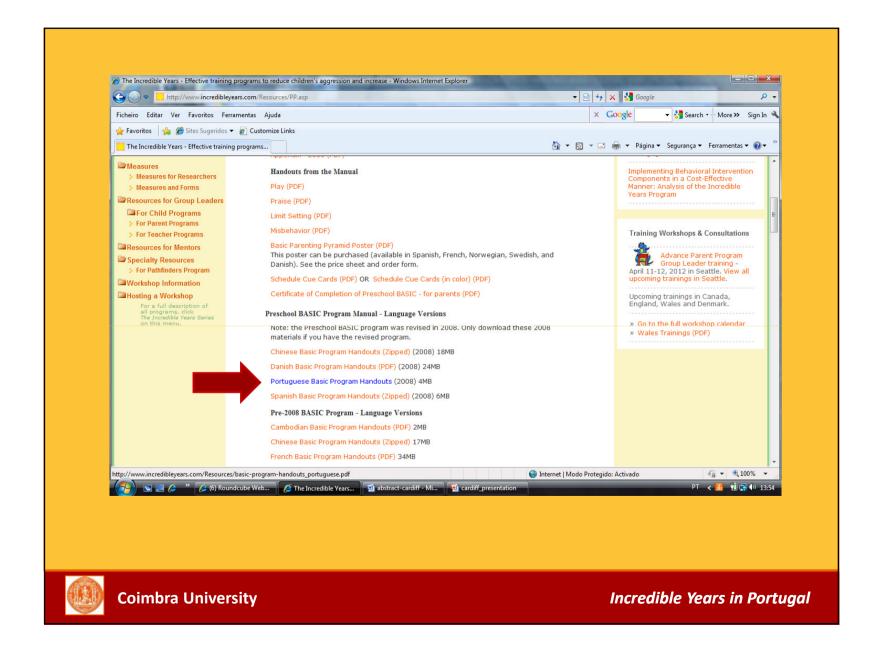


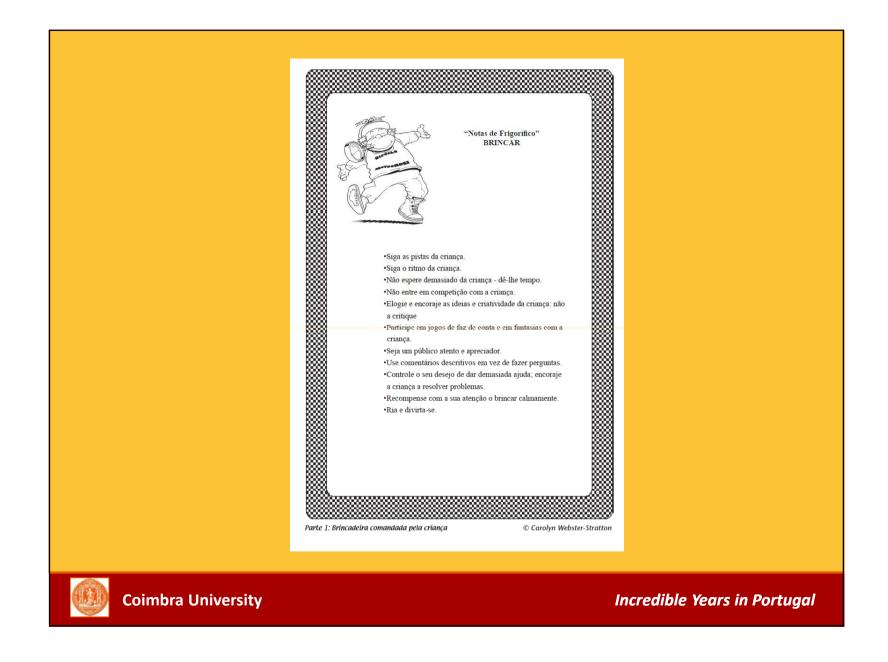
Translation and adaptation of materials

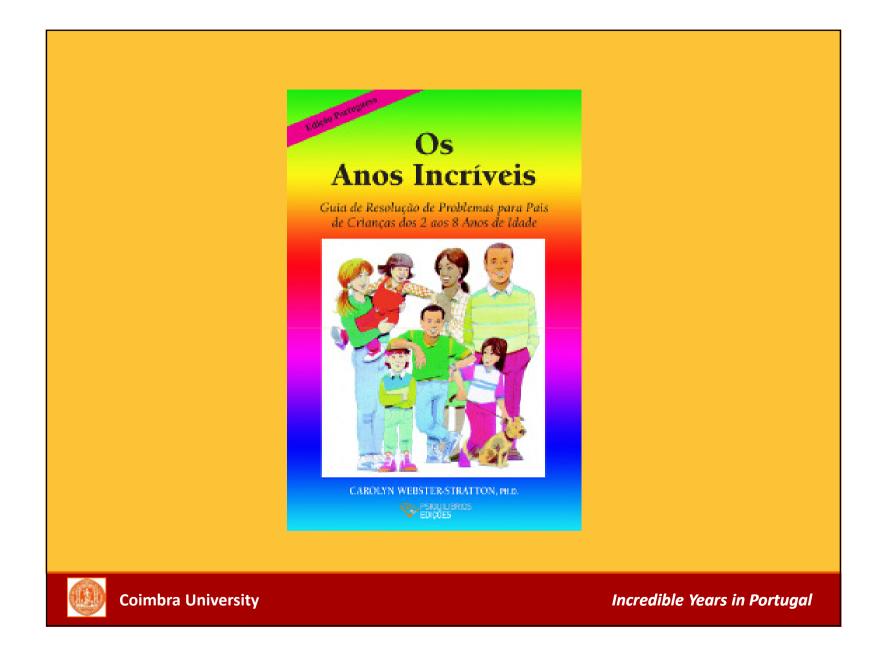
- DVD subtitling
- Handouts
- Parents' book
- Teachers' programme (on-going)

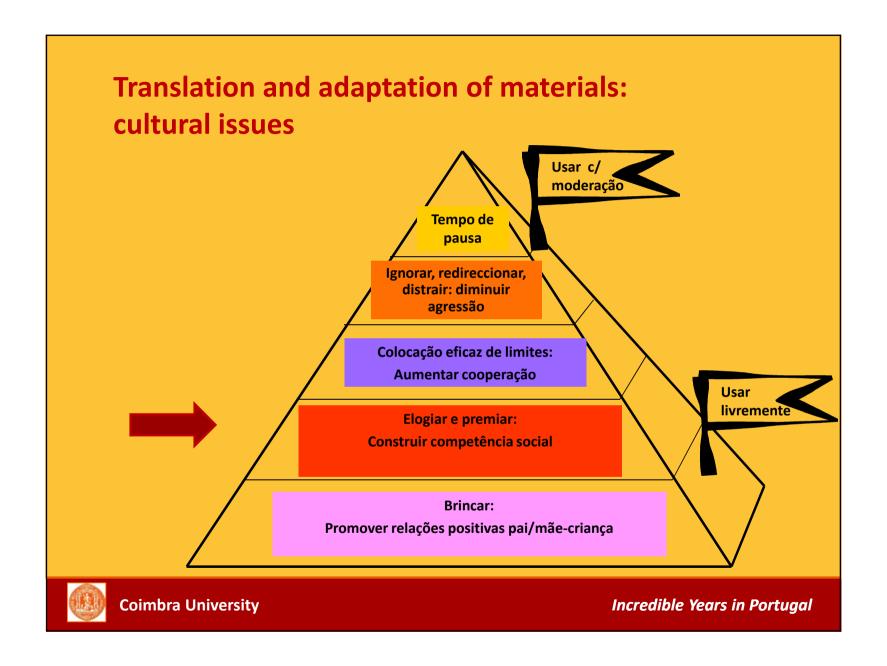












Training

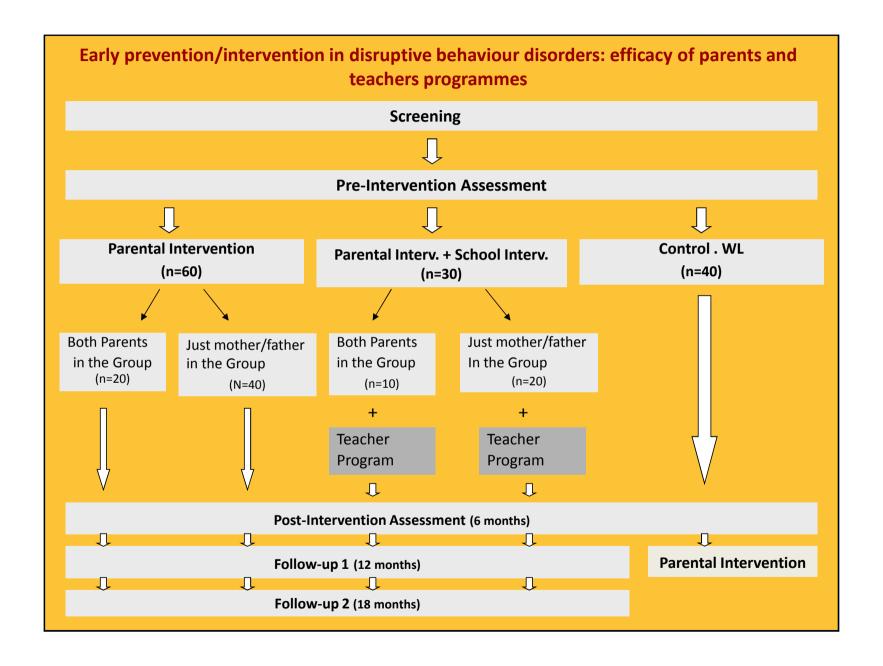
- 4 workshops, 80 trainees
 - Ted Taylor, 2003
 - Caroline White, 2008
 - Judy Hutchings, 2010, 2011
- 4 certified leaders
- 2 certified peer coaches
- other leaders in the process of certification



Research with the IY parents programmes

- Project with families at social risk (2008-09)
- 5 PhD dissertations (on-going)
- Research trial (2010-13): Early prevention/intervention in disruptive behaviour disorders: efficacy of parents and teachers programmes





Measures

Child problem behaviour reported by parents

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

Parenting competencies and psychopathology symptoms

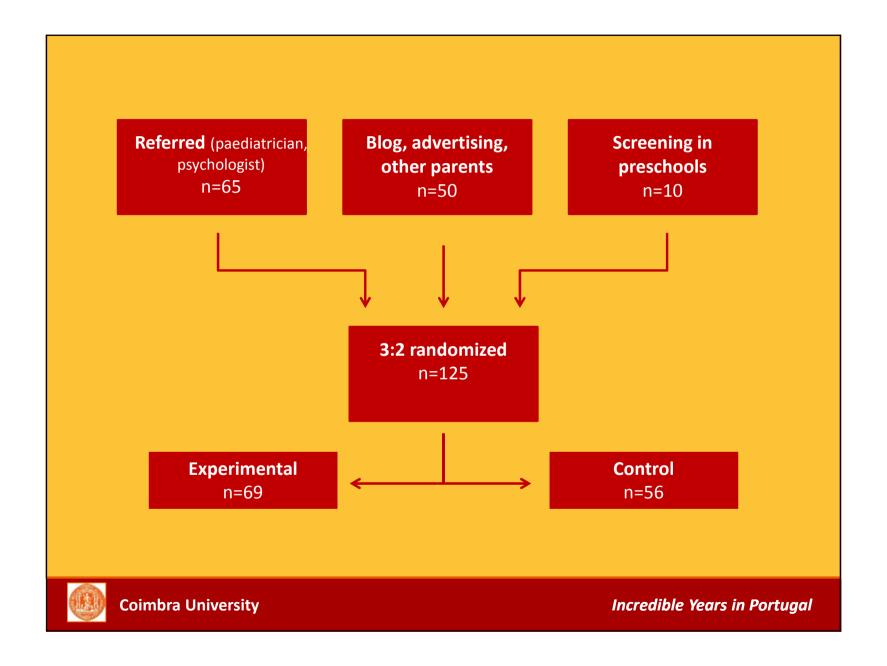
- Parental Sense of Competence Scale (PSOC; Johnston & Mash, 1989, 2007)
- The Parenting Scale (Arnold, O'Leary, Wolff & Acker, 1993, 2007)
- Beck Depression Inventory (Beck et al., 1961, 1973)
- Adults AD/HD Rating Scale (Barkley & Murphy, 1998, 2008)

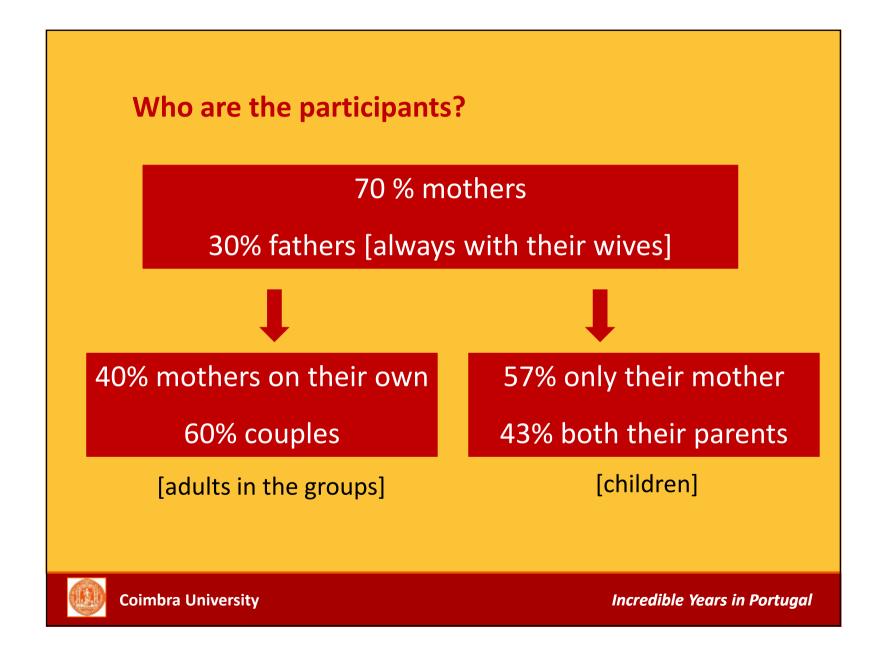
Parent-child interaction

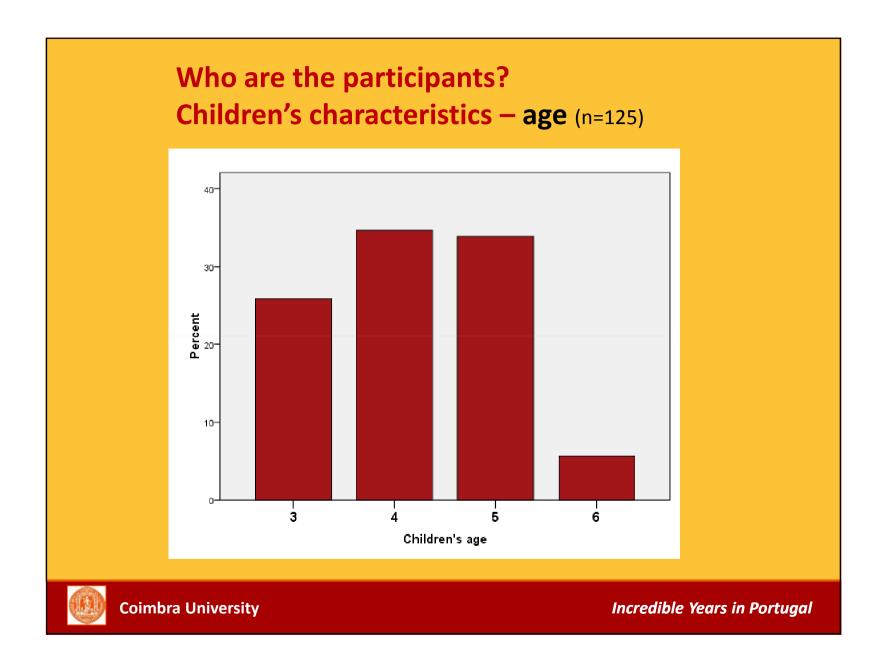
Dyadic Parent-Child Interaction Coding System (DPICS; Eyberg, 1981, 2008)

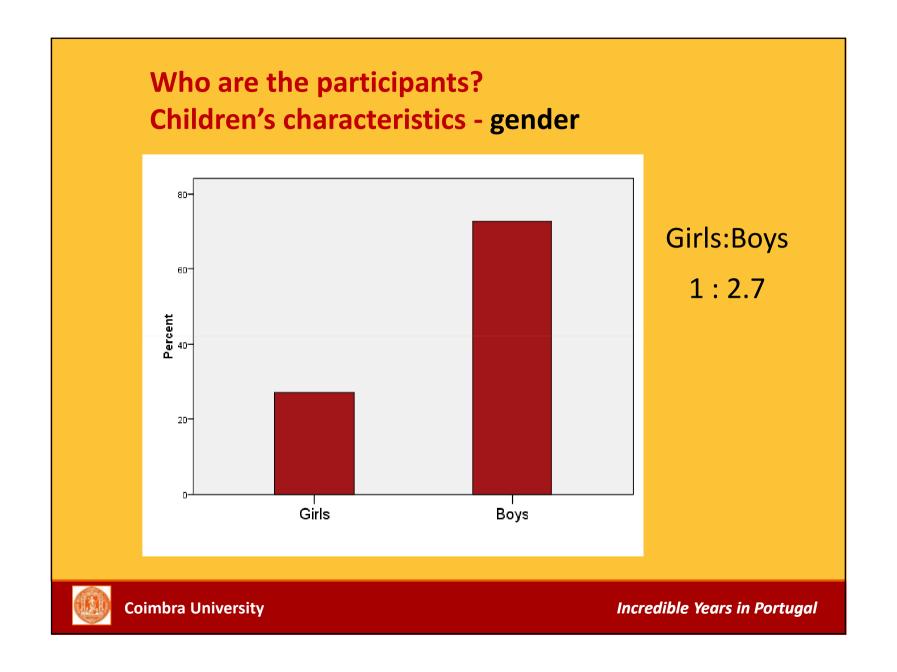


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Who are the participants? Children's characteristics – SDQ and PKBS-2 at baseline

	Mean (SD)	Portuguese normative samples (Percentile)
SDQ (Total Difficulties)	18.35 (4.60)	92
PKBS-2 (Externalizing)	53.74 (12.15)	93



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Who are the participants? Parents' characteristics

Parents' age	Mean	SD
Mothers' age	35.74	6.00
Fathers' age	36.61	5.50

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Who are the participants? Parents' characteristics

Parents' years of education	Mean	SD
Mothers' years of education	13.91	3.91
Fathers' years of education*	12.24	4.92

^{*} Experimental ≠ Control



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Who are the participants? Parents' characteristics

Mothers' marital status	N	%
Married or leaving as married	97	77.8
Divorced or separated	21	17.1
Single	5	4.1



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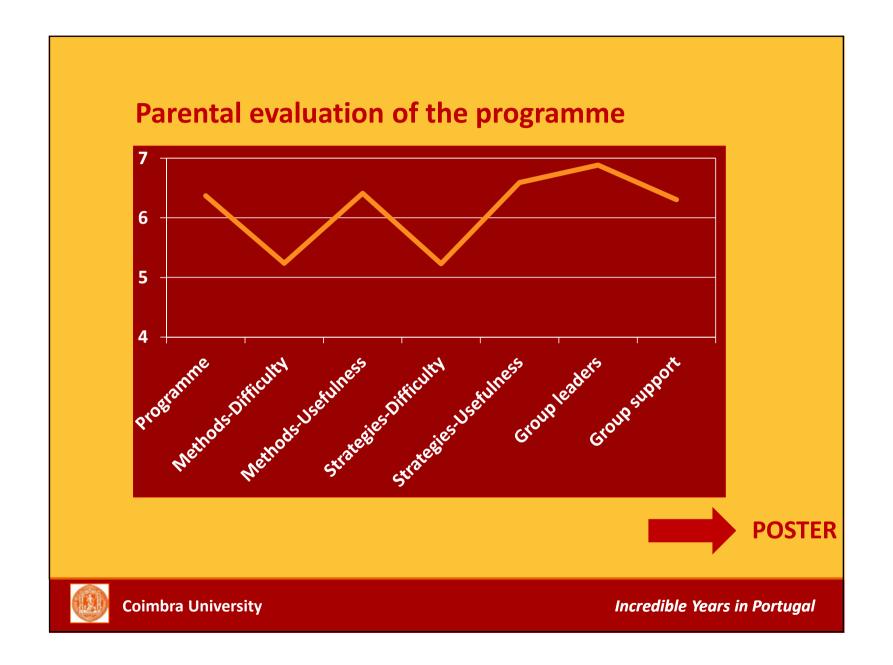
Dropouts and levels of attendance

5% of dropouts (only attended 1 or 2 of the first sessions)

Levels of attendance	Mean	SD
Including dropouts	10.96 / 14	3.43
Excluding dropouts	11.46 / 14	2.68



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Running the groups – what are the barriers?

- Condensed sessions
- Time required for preparation
- Material arrangements required (snacks, TV set and DVD, babysitting...)
- Training not available in Portugal / Portuguese
- Expensive
- Need for a significant public investment in research, training and implementation

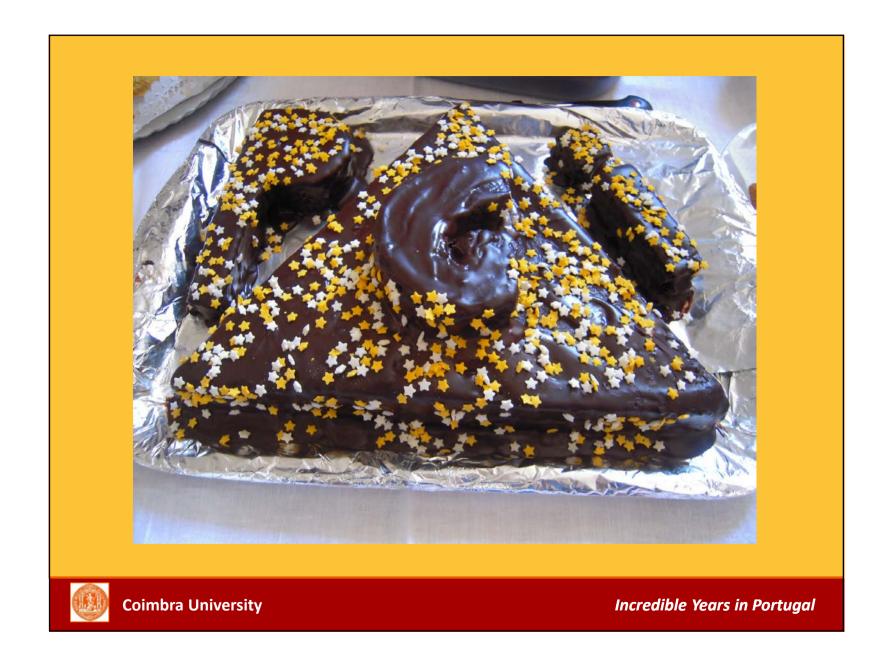


Running the groups – what makes it an incredible experience?

- Evidence-based programme
- Preliminary results are very encouraging
- Sense that we're doing something that makes a difference in these families' lives
- Parents get enthusiastic very early high levels of participation and satisfaction
- Parental involvement and positive feedback















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