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PROMOTING CHILD DEVELOPMENTAL COMPETENCIES THROUGH PARENTAL PARTICIPATION IN TRIPLE P: A PILOT STUDY

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OVERVIEW


- ❖ Emotion competence in conduct problem children
- ❖ Parental emotion coaching
- ❖ Does adding an emotion coaching component boost the effects of Group Triple P?

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EMOTION COMPETENCE IN CONDUCT PROBLEM CHILDREN


- ❖ Children with conduct problems show poor performance in:
 - Knowledge of emotion terms and labels
 - Understanding the causes of emotions
 - Recognising that particular situations can evoke different emotions in different people
 - Understanding that people can experience mixed emotions
- ❖ Argued to impact children's social and emotional functioning

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THE DEVELOPMENT OF EMOTION COMPETENCE

- ❖ Parental use of 'emotion coaching' associated with better adjustment in children
- ❖ Helpful parent behaviours include:
 - Active acknowledgement of their child's emotions (e.g., labelling, validation)
 - Regarding emotional displays as incidental teaching opportunities (e.g., verbal coaching)
 - Modelling and prompting constructive ways of expressing and coping with emotions


Denham et al., 1997; Gottman et al., 1997

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THE IMPORTANCE OF CONVERSATION

- ❖ Family discussions about everyday events play a key role in the development of emotion competence
- ❖ 'Reminiscing conversations' provide a perfect context for parental emotion coaching
- ❖ Emotion coaching skills have successfully been taught to parents with positive effects for children's emotion competence

Wareham & Salmon, 2006

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THE IMPACT OF BFIs ON DEVELOPMENTAL OUTCOMES

- ❖ BFI efficacy research focuses on observable behaviours
- ❖ Yet, conduct problems in children are also associated with deficits in:
 - Emotion understanding and competence*
 - Emotional and behavioural regulation
 - Social problem-solving skills
- ❖ Very little research on the impact of BFI on these broader developmental skills

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TRIPLE P AND CHILD DEVELOPMENT

Does Triple P have positive effects on child emotion competence?

Or do we need to develop specially targeted adjunctive interventions?

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THE CURRENT PROJECT

- ❖ An RCT comparing the effects of Group Triple P with 'Emotion Enhanced' Group Triple P on:
 - Parental use of emotion coaching skills
 - Child emotion competence
 - Child disruptive behaviour, use of ineffective parenting strategies and parenting confidence
- ❖ Outcomes assessed at post-intervention and 4-month follow up

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PARTICIPANTS

- ❖ $N = 35$ (GTP = 23, EETP = 19)
- ❖ Two trial sites in New Zealand: Auckland and Wellington
- ❖ Target child
 - 3 to 6 years (mean = 59 months)
 - 57% male, 43% female
 - 73% with clinical level conduct problems
- ❖ Families
 - Parent mean age = 36.67 years
 - 64% two-parent biological; 17% sole-parent; 10% step-family
 - 88% completed high school, 62% university educated

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THE INTERVENTION CONDITIONS

- ❖ *Group Triple P*
 - 8-session program
 - Content delivered as per manual
- ❖ *Emotion Enhanced Triple P*
 - Embedded teaching of emotion coaching skills within sessions 2 and 4
 - "Amped up" relevance of strategies to social-emotional development through example, emphasis and tweaking of activities

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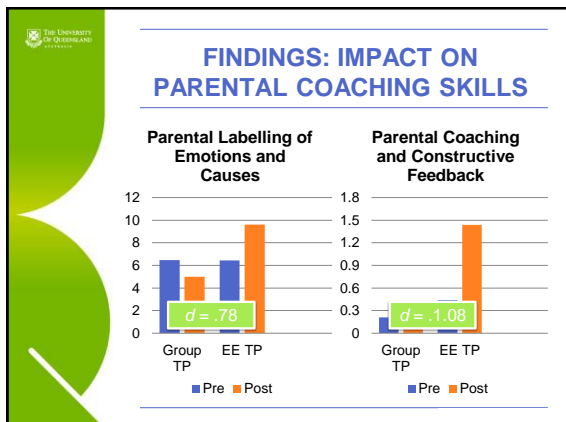
MEASURES

- ❖ Parent-child conversations about past events. Coded for:
 - Parental labelling of emotions, discussion of causes, coaching and constructive feedback
 - Child labelling of emotions and discussion of causes
- ❖ Emotion competence
 - 3 x Denham's tasks: affect knowledge task, mixed emotions task, causes task
- ❖ Regular battery of Triple P intervention measures
 - ECBI, SDQ, PS, PTC, DASS

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FINDINGS

Did the EE intervention successfully enhance parental emotion coaching skills?

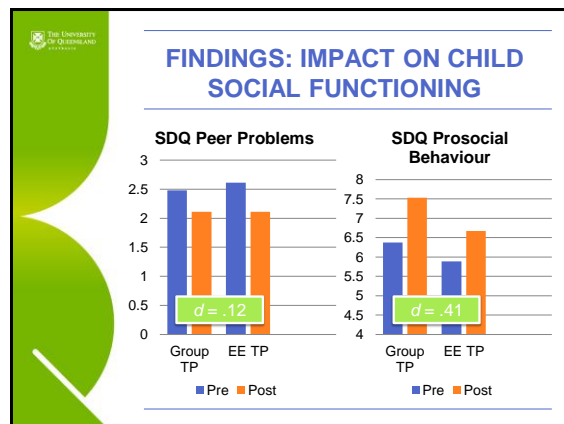
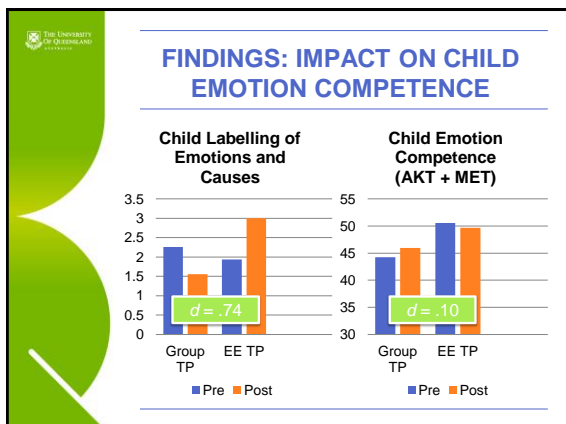
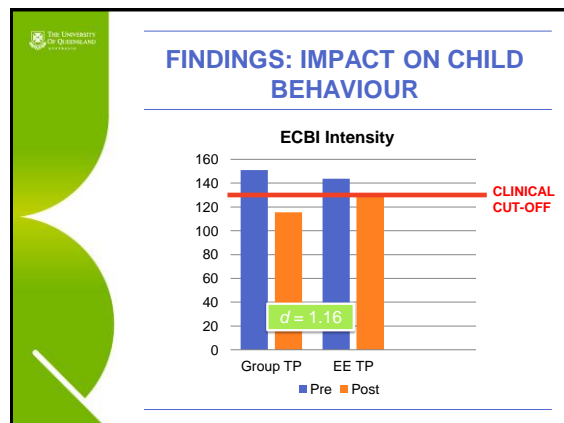


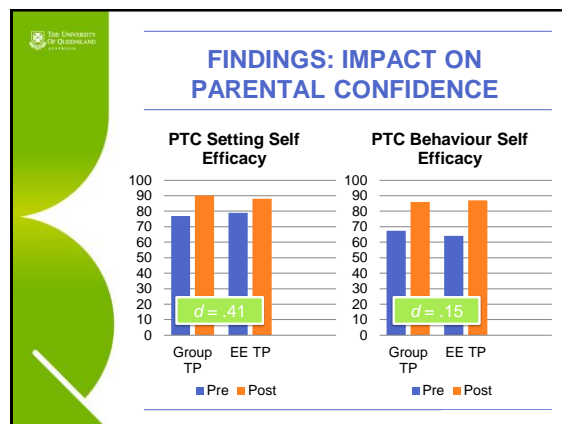
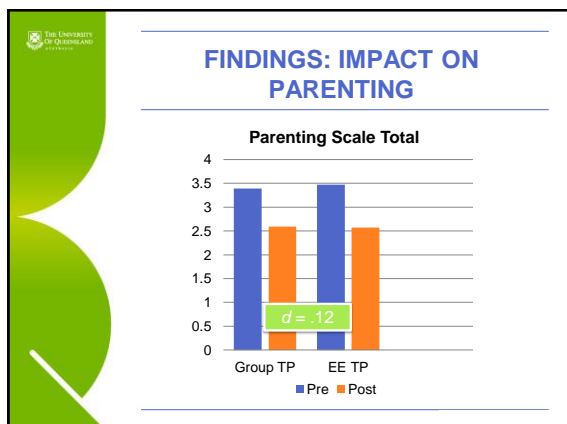
FINDINGS

Yes, the EE intervention did successfully enhance parental emotion coaching skills.

FINDINGS

But, did the enhancement boost the effects of Group TP?





FINDINGS

No, the enhancement did not boost the effects of Group TP.

- SUMMARY & IMPLICATIONS**
- ❖ Parents can be trained to use emotion coaching with their children
 - ❖ However, the benefit of doing so, above and beyond what can be gained through delivery of a regular BFI, is questionable
 - ❖ CAVEAT: pilot data with a small sample
 - ❖ Future research questions:
 - Are specially targeted adjuncts to BFIs needed to enhance particular developmental outcomes in children?
 - What developmental outcomes are already promoted through the enhancement of positive parenting by BFIs like Triple P?