

A randomised- controlled-trial of Group Triple P for fathers and mothers

Tenille Frank
Dr Louise Keown
Professor Matt Sanders
Dr Cassy Dittman



Background

- Parenting interventions produce lasting improvements in child conduct problems and associated family risk factors but have low rates of father participation.
- Increased father involvement in BFIs is likely to reduce child behaviour problems, improve family functioning and inter-parental consistency.
- When fathers are included
 - Inconsistent findings for program effectiveness
 - Low father program satisfaction
 - Adherence is often problematic.

Addressing previous research limitations

- Including both parents in all aspects of screening and recruitment
- Including both parents in intervention
- Both parents complete all questionnaires
- The inclusion of partner-reported parenting practices
- Having a wait-list control group
- Collecting six-month follow up data

Study aims and hypotheses

To evaluate the effectiveness of the Group Triple P Program that had additional father-relevant content, for fathers and mothers of children with elevated levels of conduct problems.

At post-intervention, fathers and mother would report

- Lower levels of child problem behaviour
- Decreased use of dysfunctional parenting practices and greater parenting confidence
- Improvements in the inter-parental relationship

Improvements would be maintained for 6-months

Study eligibility

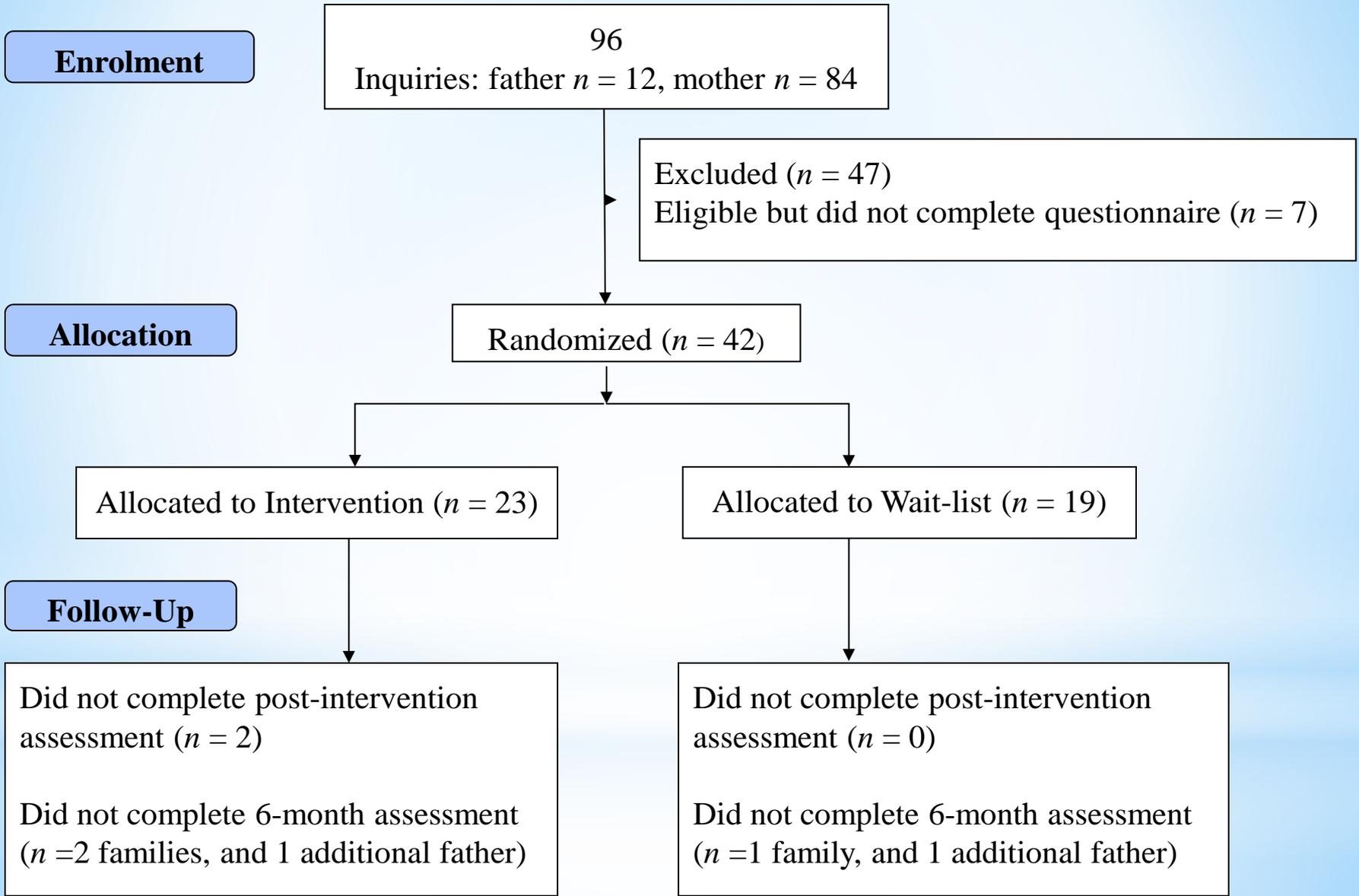
- Both parents able to attend group and phone sessions
- Child aged 3-8 years with elevated behaviour problems
 - Based on 15-item ECBI screener (Metzler, Sanders, Rusby and Crowell, 2012)
 - One parent above clinical cutoff (55) and the other no more than one SD below (45)
- Child does not have a developmental disability or receiving treatment
- Parents do not have an intellectual disability or receiving treatment, and able to read a newspaper unassisted

Father sensitive program tailoring

- Current research and theory
- Survey and focus group data (Frank et al., 2014)

- Content
- Delivery
- Features
- Promotion

Session	Modified content	Additional content
One	<ul style="list-style-type: none"> •Parents generate goals for child together and goals for self separately 	<ul style="list-style-type: none"> •The impact of fathers and mothers on child development •Emphasis on modelling positive interactions and conflict resolution
Two	<ul style="list-style-type: none"> •Additional father-specific examples of physical affection •Descriptive praise examples for encouraging social skills 	<ul style="list-style-type: none"> •The importance of turn taking and tips for encouraging conversations with children •Overview of the benefits of rough-and-tumble play •Overview of the steps of problem solving with example scenario for teaching skills to children
Three	<ul style="list-style-type: none"> •Ask parents for examples of logical consequences they are using at home 	<ul style="list-style-type: none"> •Strategies for remaining calm when using planned ignoring •Coping with stress tip sheet
Four	<ul style="list-style-type: none"> •Alternative example of planned activities routine: one or both parents arriving home after work and sharing tasks i.e. dinner, bath time, homework etc. 	<ul style="list-style-type: none"> •Supporting your partner in their implementation of a strategy, whether you agree or not, then discussing it later when the child is not present •Modelling small disagreements and compromise •The importance of inter-parental relationship and tips on how to improve this •Supporting your partner tip sheet
Eight	<ul style="list-style-type: none"> •Parents share: changes in own and child behaviour, changes in relationship with child, why these changes have occurred 	<ul style="list-style-type: none"> •Ideas for a better work-life balance •Balancing work and family tip sheet •Additional discussion and tips on how to deal with bullying •Self-esteem tip sheet



Participant characteristics

	Intervention (<i>n</i> = 23)		Control (<i>n</i> = 19)	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
Child age	5.82	1.96	5.28	1.81
Mother age	37.96	5.40	37.67	5.17
Father age	40.92	5.61	38.82	6.29
	<i>N</i> (%)		<i>N</i> (%)	
Child gender male	16 (70)		13 (68)	
Child ethnic/cultural background				
New Zealand European	18 (74)		15 (79)	
Maori/Pacific Islander	4 (17)		0 (0)	
Other	3 (9)		2 (11)	

Measures

Child behaviour

- The *Eyberg Child Behaviour Inventory*

Parent behaviour

- The *Parenting Scale*
- The *Authoritative Parenting Style*
- The *Parenting Task Checklist*

Inter-parental relationship

- The *Parent Problem Checklist*
- The *Relationship Quality Index*

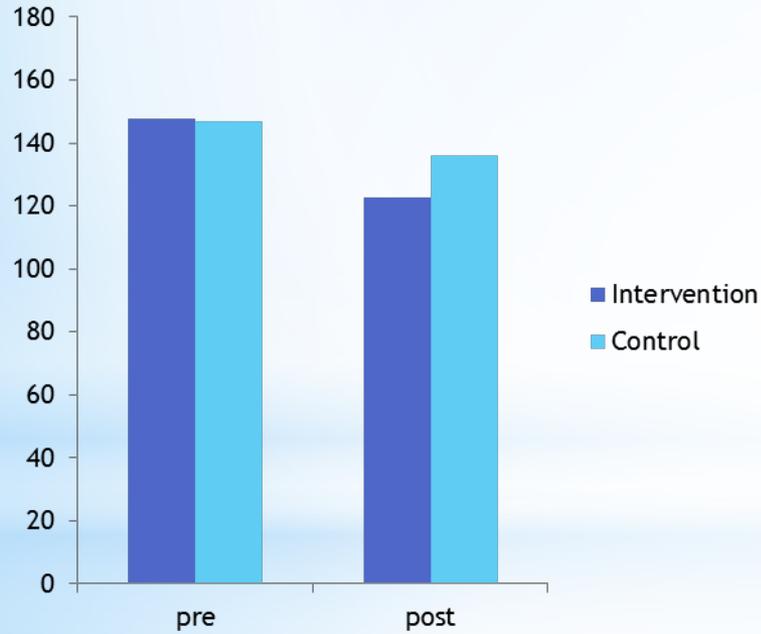
Program satisfaction

- The *Client Satisfaction Questionnaire*

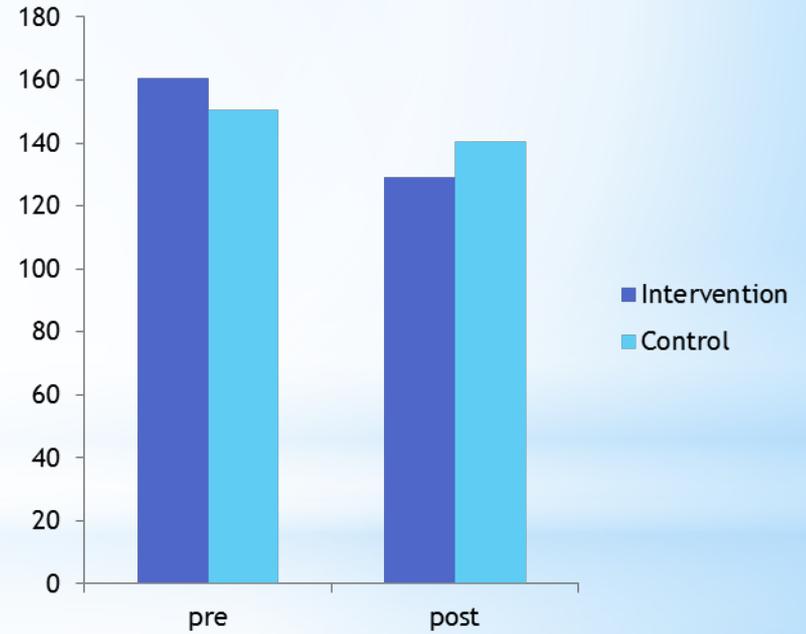
Results

ECBI Intensity

Father
 $d = 1.045$



Mother
 $d = 1.069$



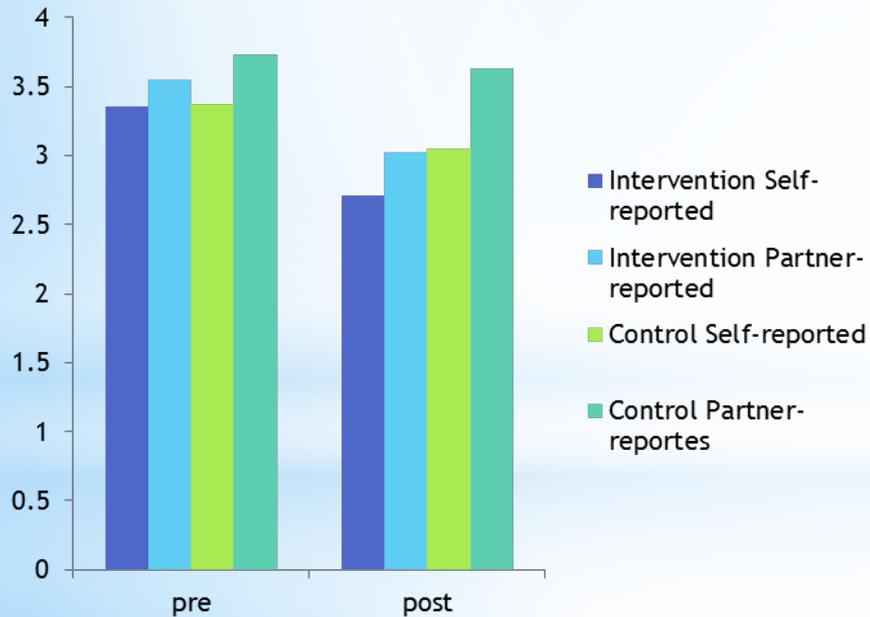
Results

PS Total

Father

Self-rated $d = 1.000$

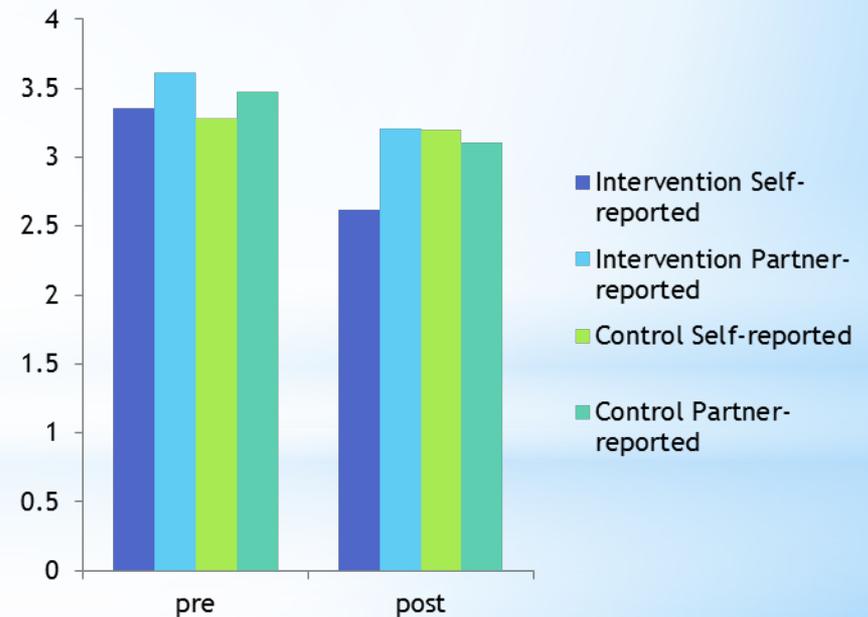
Partner-rated $d = 0.653$



Mother

Self-rated $d = 1.150$

Partner-rated $d = 0.572$



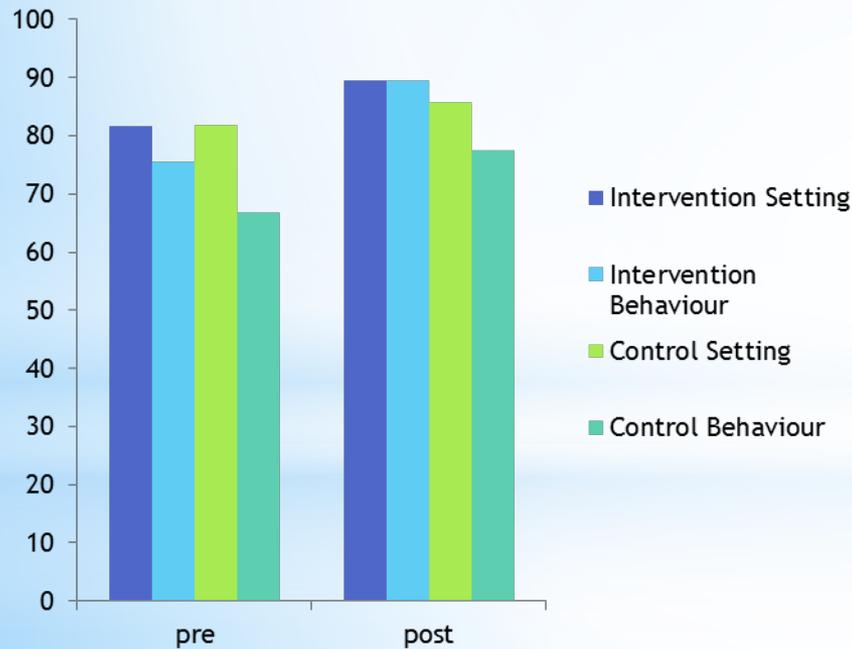
Results

PTC

Father

Setting $d = 0.673$

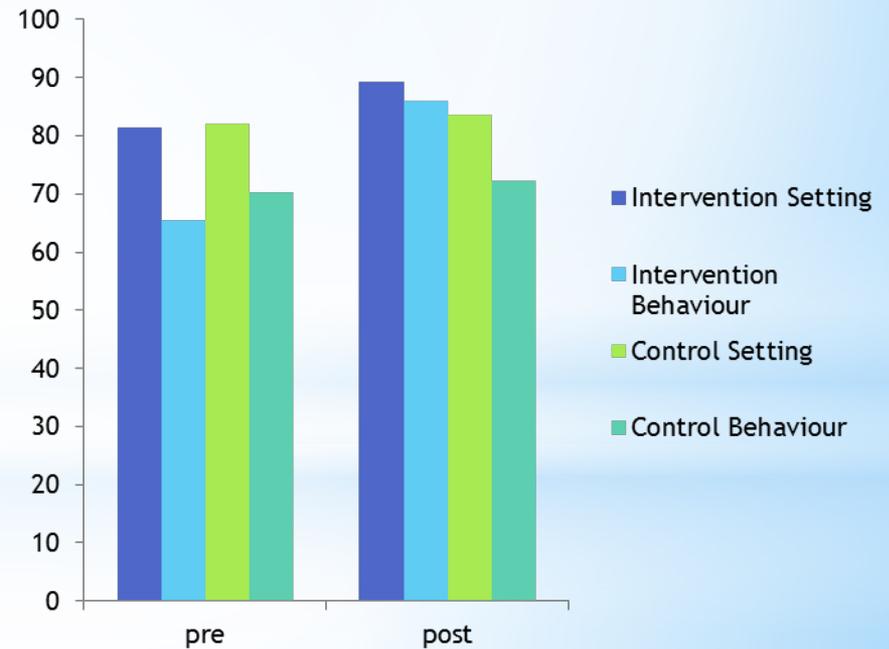
Behaviour $d = 0.856$



Mother

Setting $d = 0.906$

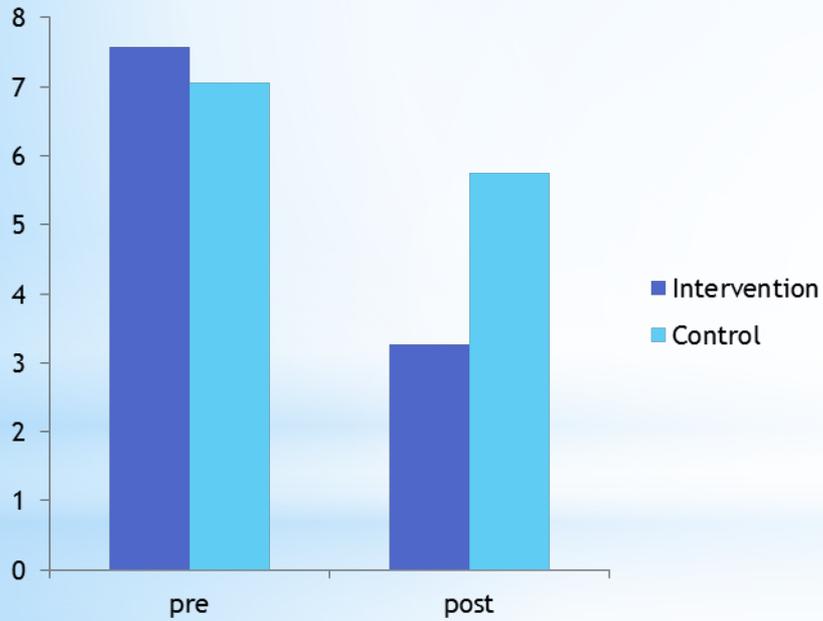
Behaviour $d = 1.277$



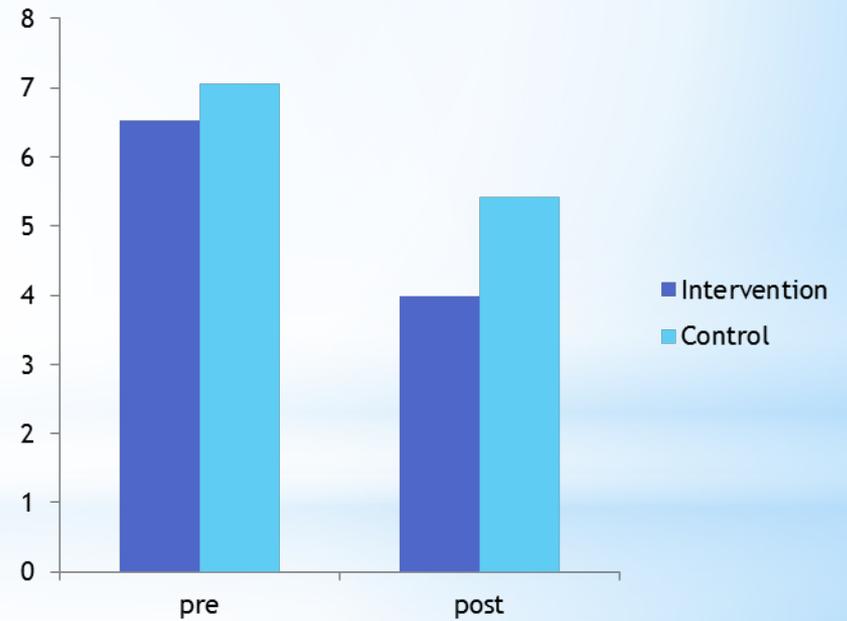
Results

PPC Problem

Father
 $d = 1.006$



Mother
 $d = 0.665$



Results

6-month treatment effects

Fathers maintained improvements in:

- Child behaviour
- Self-reported dysfunctional parenting practices
- And reported significant gains in parenting confidence

$F(1,38) = 3.970, p = .049, n^2 = .151.$

Mothers maintained improvements in:

- Self-reported dysfunctional parenting practices
- Child behaviour
- Parenting confidence

Father and mother comparisons

Pre-intervention

- Mothers reported significantly higher frequencies of child behaviour problems than fathers on the ECBI intensity scale,

$$t(1,22) = 2.148, p = .043$$

- Fathers scores significantly higher than mothers for parenting confidence on the PTC behaviour scale

$$t(1,22) = 2.102, p = .047$$

Post-intervention

- No significant difference between mothers and fathers ratings of child behaviour or parenting confidence

Father and mother comparisons

Program attendance and satisfaction

- No significant differences between father and mother attendance rates or satisfaction ratings
- Program attendance was high for both fathers and mothers, with 89% attending at least six of the eight sessions
- Additionally 58% of fathers and 50% of mothers attended all five group sessions as well as the three telephone sessions.
- Program satisfaction was also high for fathers and mothers, with the highest possible overall satisfaction score of 91

Father: $M = 75.12$, $SD = 10.11$

Mother: $M = 75.81$, $SD = 11.2$

Contributions of the study

Compared with other research involving fathers

- Low rates of attrition
- High attendance by fathers and mothers
- High rates of satisfaction from fathers and mothers
- Large effect sizes for fathers' parenting and ratings of child behaviour
- Involving both fathers and mothers in BFI appears to be beneficial to children as well as both parents

Future directions

- Larger sample size
- Include a measure of co-parenting
- Include a measure of parent-child relationship and involvement
- Comparison of father-only, mother-only and couples group

Acknowledgements

Supervisors

Dr Louise Keown

Professor Matthew Sanders

Advisor

Dr Cassandra Dittman

Maurice and Phyllis Paykel Health Trust

The University of Auckland

Triple P NZ

The Participants

Contact

tj.frank@auckland.ac.nz

References

Frank, T. J., Keown, L. J., Dittman, C. K., & Sanders, M. R. (2014) Using father preference data to increase father engagement in evidence-based parenting programs. *Journal of Child and Family Studies*. Doi: 10.1007/s10826-014-9904-9