PARENT ACCEPTABILITY AND EFFICACY OF THE TRIPLE P SEMINAR SERIES: A LESSON LEARNT FROM THE INDONESIAN TRIAL

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OUTLINE

- Introduction
  - Indonesia
  - Literature: Parenting practices, Previous studies, Prior parenting survey, Triple P, Cultural considerations.

- Aims of study

- Methods:
  - Participants and Demographic characteristics
  - Measures
  - Design of study
  - Procedures
  - Questions raised by participants.

- Results:
  - Parent acceptability
  - Parent satisfaction
  - Parent efficacy

- Conclusions

- Implications
PARENTING PRACTICES

- Indonesian parents and children had warm relationships.
- Mothers used permissive approach (Geertz, 1961).

- The number of child abuse cases has increased.
- 3% of children experienced violence (Ministry of Women Empowerment, 2011).
PREVIOUS RESEARCH HAS SHOWN THAT...

Parent-child relationships and parenting practices contribute to the development of child emotional and behavioural problems (Patterson, 1989).

- Risk and Protective factors (Belsky, 1984; Sanders, 2003)
  - dysfunctional parenting practices
  - parenting stress
  - parenting confidence
  - family relationships
  - parental teamwork

Evidence-based parenting programs reduce risk factors and increase protective factors for children and families (de Graaf, et al., 2008; Thomas & Zimber-Gembeck, 2007).
Dissemination of evidence-based parenting programs in developing country, such as Indonesia is still limited.

- The existing parenting programs focuses on how mothers can stimulate young children’s development (BKKBN, 2006).
- Other programs in the community have not been evaluated.
PARENTING SURVEY
(Sumargi, Sofronoff, & Morawska, 2013)

- Most parents (78%) were somewhat likely or very likely to participate in a parenting program in the future.

- Parents preferred delivery method:
  - Newspaper article
  - Individually tailored program
  - Parent seminar
Triple P is a behavioural family intervention aiming to reduce child emotional and behavioural problems by enhancing parenting knowledge, skills, and confidence (Sanders, 2012).

The Triple P Seminar Series:
- The Power of Positive Parenting
- Raising Confident, Competent Children
- Raising Resilient Children
CULTURAL CONSIDERATIONS

Transferring a program to new culture
(Kumpfer, et.al, 2008)

Parents’ cultural background

Program Adjustment

- Parent acceptability
- Parent satisfaction
AIMS OF STUDY

- To assess parent acceptability and satisfaction to the program.
- To examine the efficacy of the Triple P seminar series:
  - Child emotional and behavioral problems
  - Parenting confidence
  - Dysfunctional parenting practice
  - Parental stress
  - Family relationship problems
  - Parental teamwork problems.
PARTICIPANTS

- 143 Indonesian parents:
  - Intervention group: 72 parents →
    - 66 attended the seminar. →
      - 58: full seminar
      - 5: two seminars
      - 3: one seminar
  - Waitlist control group: 71 parents

- Recruited from schools, child care centres, churches, social networking websites, mouth to mouth.
DEMOGRAPHIC CHARACTERISTICS OF PARTICIPANTS

- 94% mothers;
- 37 years old (SD = 6).
- 50% girls;
- 6 years old (SD = 3).
- 97% married;
- 71% nuclear family, 25% extended family.
- 55% undergraduate, 20% postgraduate.
- 57% full time, 19% part time;
- 72% meeting the household expenses
MEASURES

Family Background Questionnaire (FBQ)

Parent Acceptability:
- Parent Acceptability Questionnaire (PPQ)

Parent Satisfaction:
- Parent Satisfaction Survey (PSS) and general comments

Efficacy trial:
- Child Adjustment and Parent Efficacy Scale (CAPES)
- Parenting and Family Adjustment Scale (PAFAS)
- Parenting Scale (PS): Laxness and Over reactivity scale
**DESIGN OF STUDY:** RANDOMISED-CONTROLLED TRIAL

**Intervention group**

*Pre*

FBQ CAPES PAFAS PS

→ **Triple P Seminar Series**

↓

PAQ

*Post*

CAPES PAFAS PS PSS

→ 6-month follow-up

CAPES PAFAS PS

**Waitlist control group**

*Pre*

FBQ CAPES PAFAS PS

→ *Post*

CAPES PAFAS PS
PROCEDURES

- The Triple P seminar series: the Power of Positive Parenting (seminar 1), Raising Confident, Competent Children (seminar 2), and Raising Resilient Children (seminar 3).

- The seminars were conducted in a classroom at Widya Mandala Catholic University in Surabaya, Indonesia, once a week.

- It was delivered in Indonesian and translated materials were used.
QUESTIONS RAISED

- How to deal with children’s misbehaviour (e.g., fighting with their siblings, demanding for having new toys when shopping, hurting other child at school).
- How to teach children social skills and coping strategies (e.g., being assertive with friends, being independent and persistent in dealing with difficult tasks).
- How to implement parenting strategies (e.g., choosing an appropriate place for time out).
- Issue of multiple caregivers: different rules and consistency in implementing parenting strategies (parent vs. grandparent).
RESULTS: PARENT ACCEPTABILITY

Program content

Cultural appropriateness

Seminar 1
Seminar 2
Seminar 3
RESULTS: PARENT SATISFACTION

- Tipsheets
- Intention to implement
- Interesting seminar
- Seminar content
- Clear explanation
- Understanding on child
- Clear example
- Sufficient knowledge
- Presentation
- Question time
OVERALL EVALUATION

1. Parents had more ideas in raising children (6 responses):
“I received practical tips to help my child manage his own emotions. I hope the seminar will have a ‘positive parenting mailing list’.”

2. Parents had implemented or intended to implement the parenting tips (3 responses): “The information was very useful, we applied some strategies and began to see positive changes in our son as well as ourselves (based on the materials given two weeks ago).”

3. Parents expressed willingness to participate in another seminar (9 responses): “Hopefully, there will be other seminar like this with different topics to enhance our children's development. I really enjoy and was grateful can attend this seminar”.
OVERALL EVALUATION

1. Parents would like to have more guidance, practice, concrete examples (11 responses): “My suggestion, a short movie or film would make the seminar more interesting and engaging”.

2. Parents would like to have more time for questions (10 responses): “The presentation is clear and easy to follow. Real examples were used. However, the question time is really short, there is limited opportunity to ask question.”

3. Parents suggested for having group discussion and sharing between parents (4 responses): “The seminar was good, but the time for a discussion was not enough, we couldn't discuss all the issues and problem-solved potential solutions. It would be better if participants can work in small groups and use case examples to discuss the points from the seminar presentation.”
Results of Efficacy Trial

Child Behaviour Problems
- Intervention: d = 0.45
- Waitlist

Parenting confidence
- Intervention: d = 0.45
- Waitlist

Dysfunctional parenting practices
- Intervention: d = 0.69
- Waitlist

Parenting style: Laxness
- Intervention: d = 0.27
- Waitlist

Parenting style: Overreactivity
- Intervention: d = 0.56
- Waitlist

Parental stress
- Intervention: d = 0.44
- Waitlist
OTHER FINDINGS

Non significant effect at post intervention for:
- child emotional problems,
- family relationship problems,
- parental teamwork problems.

But

Further improvement at 6-month follow up for:
- child emotional problems
- family relationship problems.
CONCLUSIONS

- Triple P Seminar Series was culturally acceptable.
- Parents showed high satisfaction with the program.
- The program was efficacious.

Consistent with:
- Acceptability studies with parents from diverse cultures (Morawska, et al, 2010; Matsumoto, Sofronoff, & Sanders, 2007).
- Efficacy trials in Australia (Sanders, Prior, & Ralph, 2009) and Greece.
IMPLICATIONS (FOR PRACTITIONERS)

- Major changes in the program were not necessary, but we need to deliver the program sensitively by:
  - delivering the program with parents’ first language
  - using translated materials,
  - using cultural relevant examples
  - considering parents’ feedback.

- Multiple caregiver issues:
  - involving other caregivers in the program
  - emphasizing the importance of teamwork.

- Providing more opportunities for questions and more case examples.
NEXT STEPS…

- Further validation of the measures.
- Including low SES parents.
- Dissemination of the Triple P seminar in the community → involving decision makers, practitioners, and other stakeholders.
- Brief discussion group.

A brief parenting program shows a promising effect!
QUESTIONS OR COMMENTS?

THANK YOU