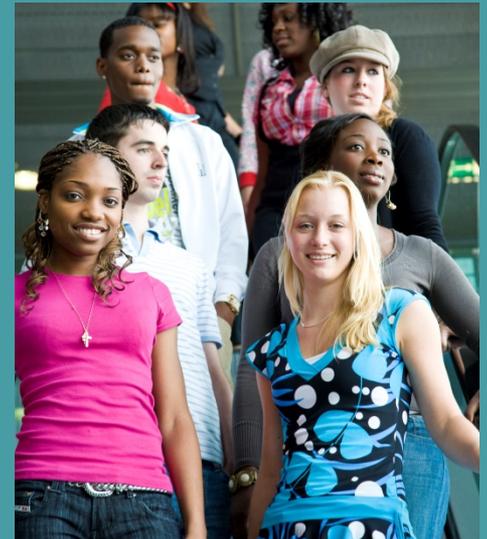


Research on Teen Triple P Amsterdam: Effectiveness and program fit

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1. Why this research program?
2. Who are involved?
3. Research design
4. First exploratory results
5. Questions?



1. Why this research program?

- Raising and parenting teens can be a hard job for parents (Van den Broek e.a., 2010; Pels e.a., 2009)
- Need for evaluation of a frequently used parenting program:
 - Implementation Teen Triple P since 2008
 - Pilot study Amsterdam, client-satisfaction (Goossens & De Graaf, 2010)
- What can be said about the effectiveness and program fit of Teen Triple P in a social and ethnic diverse target group?
 - Research on Triple P & Diversity (Distelbrink et al, 2011; Distelbrink & Ketner, 2012).
 - Research on Teen Triple P (Ralph & Sanders, 2003; Goossens & De Graaf 2010)

2. Who are involved?

- **Consortium with representatives from:**
 - Research institutes
 - Local government, youth care, family welfare facilities
 - Institute of higher education & applied research
- **Goals:**
 - Insight into effectiveness, outreach and accessibility of Teen Triple P (group, level 4)
 - Implementation of knowledge into professional practice and education
 - Stimulation of cooperation between research, practice and education



3. Research design

- **Mixed Methods Approach:**
 - **Quantitative (effect) study: measuring effectiveness of the program on selected outcomes:**
 - 3 moments of measurement (pre, post and follow-up)
 - standardized questionnaires
 - **Qualitative (in-depth) study:**
 - logbook-registration and group-observations
 - semi-structured interviews (parents, teens, professionals)
 - focus-groups (professionals)
- **Insight into:**
 - What works for whom (effect on parents and teens)
 - How it is carried out (program integrity)
 - How it is received by professionals, parents, teens

4A. Outcome measures and selected instruments

- **Primary:**
 - Behavioural and emotional problems:
 - Strength and difficulties questionnaire (SDQ)
 - Parenting conflict scale
 - Eyberg Child Inventory (ECBI)
- **Secondary:**
 - Parenting skills:
 - Parenting scale, short version
 - Parenting competence
 - Parenting perceptions
- **Tertiary:**
 - Parental psychopathology:
 - DASS (parental depression, anxiety and stress scale)

4A. Demographic characteristics

Respondents (parents) intervention group at T0 (n = 67)

Tabel 1. Demographic characteristics (parents)

Demographic characteristics intervention group	Parents n= 67 %		
Age (range in years)	32 - 63		
Sex		Education	
Male	16,7	Secondary	32,8
Female	83,3	Lower vocational	42,2
		Higher vocational	18,8
Nationality		Academic	6,3
Dutch	60,7		
Non-Western migrants	39,3	Income	
		< modal	52,1
Family composition		modal	22,9
Single	32,3	> modal	25,0
Two-headed household (bio parents)	53,2	Employment	77,4
Combined families	12,9		
Other	1,6		

4A. Baseline scores

Tabel 2. Baseline scores according to parental and teen self-report

Outcome measures baseline scores	Teens n = 67 (parental report) mean scores	Teens n = 39 (self-report) mean scores
Age (range)	13,77 (10-19)	10 – 17
Sex child		
Male	60,6 %	50,0 %
Female	39,4 %	50,0 %

Outcome measures baseline scores	Teens n = 67 (parental report) mean scores	Teens n = 39 (self-report) mean scores
Primary outcome measures		
SDQ (SD)		
Emotional problems	2.73 (2.30)	2.53 (2.48)
Behavioral problems	3.25 (2.15)	2.09 (1.22)
Hyperactivity	4.41 (2.68)	4.21 (2.47)
Problems with peers	2.30 (2.04)	1.79 (1.61)
Prosocial behavior	7.08 (2.22)	7.92 (1.89)
Total problem behavior	11.82 (6.36)	10.83 (4.76)
Conflict (parent)	9.13 (5.20)	
Conflict with mother		4.28 (4.43)
Conflict with father		4.42 (3.85)
Secondary outcome measures		
Parenting skills		
Nosi	4.52 (.70)	
Parenting scale	4.34 (.35)	
Parental control		2.26 (.76)
Tertiary outcome measures		
Depression	3.75 (4.07)	
Anxiety	2.90 (4.55)	
Stress	8.86 (6.22)	

4B. Topics and (preliminary) qualitative results

- Based on 23 interviews (mothers, fathers, couples, grandmothers) who participated in Teen Triple P
- Focus on **motivation and perception of participation**
- Various parts in (the region of) Amsterdam
- Different ethnic (Surinamese, Turkish, Dutch) and social (low-high education, low - middle income) backgrounds
- Parents of teenagers 10-16, mostly secondary education

4B. Motivations to participate

- In common:
 - Tired of daily stress, shouting, cursing and quarrels at home
 - Hard to cope with smart teenagers (social media, verbally gifted)
 - How to get teenagers to: do schoolwork, tidy up their room, come & leave in time, stop playing computer games, et cetera...

Great need to improve relationships and atmosphere at home

- Diversity in motivations and expectations:
 - No harm in trying (mild problems, need for prevention)
 - Need to restrict disobedience and prevent risky behaviour
 - How to deal with problem behaviour (school drop-out, drug abuse, aggressive behaviour, delinquency)

± half of the parents: previous experience with parenting programs, family coaches, social workers, special education

4B. Perception and experience of participation

- Positive experiences:
 - I know now that I have to handle my own emotions, to keep calm, to listen to my teenager, to give compliments
 - Our relation is improved, the atmosphere is better
 - I hope to continue this. I would like to have a follow-up

- Improvement needed:
 - Too much homework, speed is too high
 - We need more time to put theory into practice
 - DVD's and examples are too simple and old fashioned

- Negative experiences:
 - This course was too 'light' for us (too soft irt problems)
 - I can't cope with this idea of positive and supportive parenting

5. Diversity irt motivation and participation?

- Severity and history of teenage problems (probably) will influence the effectiveness of an 8 week course. Importance of the effect-study!
- We need to know more about immigrant parents who don't speak Dutch well. Point of interest in forthcoming data-collecting and interviews!
- All parents use their own childhood as a frame of reference. They differ in awareness and appreciation of it:
 - *I raised my eldest children in a Surinamese way: dominant and bossy. With my grandson I have to do it differently.*
 - *I didn't share my Turkish culture with my children. Now my 13-year old son is used to negotiating and discussing with me. But I won't and can't do that anymore. He has to listen to me!*
 - *Our grown-up children (30, 31) did what they were told. With these teenagers (13, 16) we have discussions constantly. (Dutch father)*

Questions?

Thank you for your attention

The research program is financed by the

National Innovation Alliance Foundation

co-financed by all participants

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