Parenting in a complex and changing world

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At a glance

Evolution of a system of parenting support

Major challenges facing the field

What we can do to enhance impact

What’s next
The single most important thing we can do as a community to promote the well being of children and reduce child maltreatment is increase the knowledge, skill, and confidence of parents in the task of raising children.
Good parenting is the clean water of mental health
Training Parents in Behavioral Self-Management: An Analysis of Generalization and Maintenance

Matthew R. Sanders and Ted Glynn

University of Queensland and University of Auckland

This study examined the generalization and maintenance effects of three phases of parent training (Instructions plus Feedback and two Self-management Training phases) on levels of disruptive child behavior and the accuracy with which parents implemented programs. Data were collected from five families in three main settings: the initial training setting (the home), a variety of generalization settings in the community, and the family breakfast. A multiple baseline across subjects design was used. Instruc-
To make positive parenting a public health priority
Good parenting matters to all children

“...An economically advantaged child exposed to low quality parenting is more disadvantaged than an economically disadvantaged child exposed to high quality parenting”

James Heckman, Nobel Prize winner in Economics, writing in American Educator in spring 2011
The Triple P System
“Not a one size fits all”

- Intensive family Intervention - Level 5
- Broad focused parenting skills training - Level 4
- Narrow focus parenting skills training - Level 3
- Brief parenting advice - Level 2
- Media and communication strategy - Level 1
Building an evidence base takes time

- Triple P gets a name
- Triple P International begins

- 776 authors
- 588 papers
- 382 Conceptual papers
- 244 academic institutions
- 206 Evaluations; 104 RCT's
- 25 Countries
There are 7 times the number of publications per year in 2015 compared to 2000. This is a 680% increase.
Where we have got to

- Each year there are approximately 50 new studies published on Triple P
- Involving 776 authors, 244 institutions, 25 countries
- 6172 training courses
- Over 92,580 practitioners from every continent
- 61,103 unique individual practitioners
- Reaching millions of children
Evolution of a system of parenting support

Major challenges facing the field

What we can do to enhance impact

What’s next
Major challenges

- Reach more families
- Improve our interventions
- Tackle major problems of global significance

Improve outcomes for children, parents and communities
Parenting support for every parent:
A population-level evaluation of Triple P in Longford and Westmeath

FINAL REPORT

Prepared by the Triple P Evaluation Team
UNESCO Child and Family Research Centre, National University of Ireland, Galway

June 2014
Fives et al (2014) used group variants
Population in counties 130,000 people

Breadth of reach

Group Triple P
Topic specific discussion groups
Seminar series
“Stay Positive”

Intensity of intervention

Conor Owen and team
Intervention Community
Number of Cases in Clinically Elevated Range

Before: 16% of 257 children

After: 10% of 164 children

37.5% Fewer cases

N = 1501 vs N = 1521
Comparison Community
Number of Cases in Clinically Elevated Range

N = 1495 vs N = 1544

13.4% 218 children
Comparison Community
Number of Cases in Clinically Elevated Range

N = 1495 vs N = 1544

100%

Before

After

13.4%
218 children

14.5%
239 children

8.6% more cases

Deterioration

Improvement

110%
Lessons Learned from large scale roll outs

- Small number of well trained and supported practitioners can achieve amazing things
- Promotion of neighbourhood effects
- An implementation framework to promote fidelity
- Use peer-assisted supervision and support (PASS model)
Create “pull demand” through strong social marketing and peer to peer advocacy.
Engage parents to promote consumer advocacy

- Individually tailored program
- Home visits
- Web-based program
- Group program
- Parent seminar
- Television program
- Self-directed
- Self-directed with phone
- Newspaper article
- Radio segment
- Religious organisation access

Parents of Children with a Disabilities
Parents of Typically Developing Children
Ensure bipartisan policy support
How can we do better?
Deliver programs in a need-responsive matter

flexibility vs fidelity

Variations in Content

Variations in process

Low risk
High risk
Low risk
High risk
Major challenges

- Reach more families
- Improve our interventions
- Tackling major problems of global significance

Improve outcomes for children, parents and communities
Improving quality of our interventions

Focus on relationships that matter to children

Using technology to enhance outcomes

Better outcomes for both children, parents and communities
Day to day, moment to moment interactions really matter


“We have the tools to help our families and schools be more nurturing. ……we need to get all of the organizations working on human wellbeing to band together to help make all of our families and schools more nurturing”.

www.nurturerffect.com
Why children’s relationships are so important

Positive, nurturing relationships lay the foundations (Biglan, 2015)

- Secure attachment
- Better self regulation
- Fewer SEB
- Academic success

Dysfunctional relationships cause toxic stress

- Poorer self regulation
- Increased risk of SEB problems
- Greater risk of child abuse, substance abuse

Good life course outcomes

Poor life course outcomes
Promote children’s exposure to caring, nurturing relationships

- Parent-Parent relationships
- Peer relationships
How effective is Triple P with fathers

- A recent meta analysis shows that participation in Triple P reduces couple conflict (Sanders, Kirby, Tellegen, & Day, 2014)
- Specific partner support interventions for discordant couples prevents relapse (Dadds et al, 1987)-Enhanced Triple P
- Targeted intervention for parents experiencing separation and divorce (Stallman & Sanders, 2014)-Family Transitions Triple P
- Relatively few studies include fathers
- Inconsistent findings due to
  - Fathers not participating in program sessions
  - Program being perceived as less relevant to fathers
Enhancing father effects for Group Triple P

- Have fathers attend with partners where possible
- Emphasize important role of fathers in children’s development
- Use examples that are relevant to fathers
- Individualize “homework” for fathers not just as a couple
Making Group Triple P work for fathers

- BOTH fathers and mothers showed
  - improvements in child behaviour
  - Improvements in mothers’ parenting and maternal reports of her partners parenting
  - Improvements in father ratings of inter-parental conflict.

- BOTH mothers and fathers in the intervention group reported improvements in their own and their partner's parenting
  - Mo and fa made similar contributions to group session (fa >humour; mo >sharing of personal stories
  - High session attendance and satisfaction

**ECBI Intensity scores**

- Mother, $d=.97$
- Father, $d=.93$
Promote children’s exposure to caring, nurturing relationships

- Parent-Parent relationships
- Peer relationships
Why parenting is important to children’s peer relationships

- Increases children’s social competence (McDowell and Parke, 2009), a strong predictor of victimization (Cook, Williams, Guerra, Kim & Sadek, 2010).
- Helps children regulate emotions, a risk factor for being bullied (Card, Isaacs & Hodges, 2007).
- Minimizes the adverse impact of bullying on children (Bowes, Maughan, Caspi, Moffitt & Arseneault, 2010).
- Promotes children’s peer acceptance (McDowell and Parke, 2009), which is associated with victimization (Rejntjes, Kamhuis, Prinzie & Telch, 2010).
- Promotes positive sibling relationships, bullying between siblings predicts increases in peer victimization two years later (Stauffacher & DeHart, 2006).
Parenting practices that promote healthy peer relationships

Facilitative parenting involves:

- Enabling appropriate independence
- Being warm and responsive
- Supporting children’s peer relationships
- Resolving family conflict effectively
- Good communication with school
- Coaching children’s problem solving
Effects on Children’s Acceptance by Peers (Teacher ratings)

Same-sex peers

- Treatment effect: $p = .032$
- Effect size: $d = .46$ (med)

Opposite-sex peers

- Treatment effect: $p = .010$
- Effect size: $d = .60$ (med)

(Healy & Sanders, 2014)
### Effects children’s emotional well being

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Effect size</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Bullying of Child:</strong></td>
<td></td>
</tr>
<tr>
<td>Overt bullying (teacher)</td>
<td>medium</td>
</tr>
<tr>
<td>Child reports reduced bullying</td>
<td>medium</td>
</tr>
<tr>
<td>Parent reports reduced bullying</td>
<td>large</td>
</tr>
<tr>
<td><strong>Child Internalizing</strong></td>
<td></td>
</tr>
<tr>
<td>Preschool Feelings (Depression)</td>
<td></td>
</tr>
<tr>
<td>Index (parent)</td>
<td>medium</td>
</tr>
<tr>
<td>Child reports feeling better</td>
<td>large</td>
</tr>
<tr>
<td>Parent report of child coping</td>
<td>large</td>
</tr>
<tr>
<td><strong>Child Social Skills</strong></td>
<td></td>
</tr>
<tr>
<td>SDQ Prosocial (parent)</td>
<td>medium</td>
</tr>
<tr>
<td>Actor assessment of child skills</td>
<td>medium</td>
</tr>
</tbody>
</table>

*Diagram showing child depression (parent report) with intervention and control groups.*

N=110
Increase children’s exposure to caring, nurturing relationships

- Parent-Parent
- Peers
  - Healy & Sanders (2014)
- Grandparents
  - Kirby & Sanders, 2014
- Siblings
  - Pickering & Sanders, 2014
- Child carers
- Home-school
- Work in progress
- RCTs completed
Changing the relational context

Peers
Siblings
Extended family

Using technology to enhance outcomes

Better outcomes for both children and parents
Why is technology important?

The internet is a preferred way of accessing new information.

How can we enhance the effects of TPOL?

- Adding phone support
- Using lower intensity programs
- Adding social networking
What is Triple P Online?
An 8-module Level 4 Triple P intervention

- Mentor introduces and summarises modules
- Video clips of families in action
- Interactive exercises
- Individual goal setting, feedback and weekly check in
- Downloadable worksheets
- Personalised and printable parent workbook (email or Word file; full text and bullet point versions)
- Downloadable podcasts
- Review and reminder strategies (text messages, emails)
- Self-regulatory focus with decreasing support
Modules are completed sequentially

Resources
Use this page to fast track to resources that you have collected. Select a module tile to access the resources you have collected so far. Select Quick start to go to the next part of your program.

- **Introduction**
- **Quick start**
- **Module 1**: What is positive parenting?
- **Module 2**: Encouraging behavior you like
- **Module 3**: Teaching new skills
- **Module 4**: Managing misbehavior
- **Module 5**: Dealing with disobedience
- **Module 6**: Preventing problems by planning ahead
- **Module 7**: Making shopping fun
- **Module 8**: Raising confident capable kids
TPOL for parents of hyperactive/inattentive preschool aged children

Franke, N., Keown, L., & Sanders, MR (in prep). Effects of Triple P online with preschool children with ADHD

- CECBS-Restlessness/inattentiveness, $d=1.3$
- PS-overreactivity, $d=1.08$
- PS Verbosity, $d=1.07$
- PS laxness, $d=.81$
- PSDQ-Authorative parenting, $d=.58$
- DASS 21, depression $d=1.01$
- Teacher SDQ total difficulties, $d=.45$
Does a brief online program work?

Other effects

- ECBI Problem score
- Dysfunctional parenting practices—all subscales
- Parental adjustment-DASS post only, FU ns
- High satisfaction with program
Effects of adding phone support to TPOL


Other effects

- PS-overreactivity, $d=1.08$
- PS Verbosity, $d=1.07$
- PS laxness. $D=.81$
- PSDQ-Authoritative parenting, $d=.58$
- DASS 21, depression $d=1.01$
What’s next?

Wearable technology (e.g. google glasses)
Achieving wider reach

Improving our interventions

Addressing global problems

Better outcomes for children, parents and communities
Children’s exposure to family violence is a major public health issue

Nearly 53,000 children are murdered each year

Source: UN Secretary General's Study on Violence Against Children (2013)

Severe physical punishment: 19%
Minor physical punishment: 62%
Psychological aggression: 81%
Any violent discipline: 86%

Reducing global violence

- WHO Global Violence Prevention Initiative and UNODC calls by for development, adaptation, implementation and evaluation of EBPs for LMIC

- Two recent meta analyses highlight the lack of quality research
  - Knerr, W., Gardner, F., Cluver, L (2013). Reducing harsh and abusive parenting and increasing positive parenting in low- and middle-income countries: a systematic review. *Prevention Science*

- Programs developed on one country can be successfully used in other
Collaborative Cultural Adaptation Model (CCAM)

Build collaborative partnership with stakeholder organisations

- Review evidence of existing program effectiveness
- Review evidence of cultural adaptation
- Review evidence on parenting concerns in target population

Assess cultural acceptability of existing program

Develop content and process adaptations

Evaluate adapted version

Scale up adapted version
Evolution of a system of parenting support

Major challenges facing the field

What we can do to enhance impact

What’s next?
Our relationship with the environment: Tackling major environmental problems

- Depletion of fish stock from our oceans - damage to coastal reefs
- Pollution as a result of burning biomass to meet basic energy needs
- Working with climate scientists
- Changing environmentally harmful practices
- Family based cultural change
- Working with engineers interested in poverty reduction
Positive Parenting and Improving Livelihoods

What does parenting have to do with the following?

- Clean water
- Access to energy
- Coastal reef ecosystems
- Sanitation
Environmental issues exacerbated by behaviour

- **Environmental, Agricultural, Infrastructure and Economic Factors**
  - Lack of alternate food sources
  - Limited industry
  - No access to electricity
  - Incomplete or non-existent sewerage systems

- **Behavioural, Cognitive and Educational Factors**
  - No incentive for alternate behaviours
  - Lack of education about extent of the problem
  - Limited social awareness and pressure to change

- **Additional Environmental Issues**
  - Destruction of coral reefs
  - Depletion of fish stocks
  - Destruction of mangrove
  - Increase in tidal waves
  - Children removed from school to fish
Overcoming deep and persistent disadvantage

Lone parent families, people with long-term conditions or disabilities, Indigenous Australians, the poorly educated, migrants from non-English speaking backgrounds, and the elderly are two to three times as likely as the population as a whole to be deeply and persistently socially excluded. (Source: McLachlan, Gilfillan and Gordon, 2013)

Large scale population trial targeting most socioeconomically disadvantage populations
A final word

The well-being of children and young people becomes a priority.

Parenthood is valued.

Preparation for parenthood becomes socially normative.

Evidence based parenting programs become a policy priority and are funded accordingly.

All children can achieve their potential in a safe, loving, low-conflict world.
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