

THE EVIDENCE BASE FOR THE PARENTS PLUS & WORKING THINGS OUT PROGRAMMES



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Why was parent training invented?

- **Parent training was developed to deal with conduct problems, typical of children with disruptive behaviour disorders including**
 - **Oppositional defiant disorder**
 - **Conduct disorder**
 - **Attention deficit hyperactivity disorder.**
- **Parent training was also developed to help parents deal with challenging behaviour in children with developmental disorders**
 - **Intellectual disability**
 - **Autism spectrum disorder**
 - **Speech and language delay**



Why was parent training invented?

- To prevent the development of behaviour problems in normally developing children



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Features of Disruptive Behaviour Disorders

- Problems internalizing and following rules
- Problems regulating impulses - acting without thinking
- Problems regulating emotions, especially anger - short fuse
- Problems solving interpersonal problems - difficulty generating useful solutions
- Problems maintaining co-operative relationships with parents, teachers and peers - fight with adults and mix with deviant peers or become isolated



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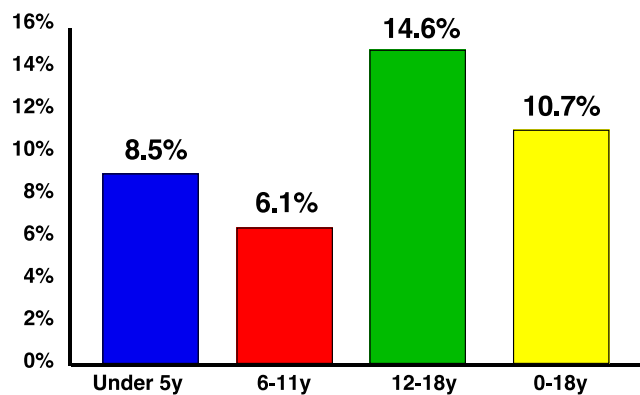
Why are Disruptive Behaviour Disorders of Interest?

- **Very common**
- **Very troublesome**
- **Very costly**



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Prevalence of Conduct Problems in Ireland




Martin, M. (2007). The Clonmel Project. PhD Thesis. UCD.

Percentage of cases scoring above the clinical cut-off score for the externalizing behaviour problem scale on ASEBA instruments in a population study of 3119 0-18 year olds in Clonmel, with a response rate of 70%



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Long-term Outcome For Disruptive Behaviour Disorders

Criminality	More criminal behaviour, arrests, convictions, imprisonment and rates of driving while intoxicated
Mental health	Higher rates of psychiatric hospitalization and higher rates of all psychological symptoms, antisocial personality disorder, drug abuse and alcohol abuse
Physical health	Higher rates of hospitalization and mortality
Educational attainment	Higher rates of school drop-out and lower attainment levels
Occupational adjustment	Higher unemployment, lower occupational status if employed, more frequent job changes
Marital adjustment	Higher rates of separation, divorce and remarriage
Social adjustment	Less contact with relatives, friends, neighbours and church
 Intergenerational Transmission	More children with conduct problems

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Rationale for Parent Training

- **Children learn behaviour problems through coercive family process**
 - **They learn aggression and defiance brings relief**
 - **They learn parents are to be avoided because they hassle you**
- **Parent training helps families**
 - **Make and maintain positive parent-child relationships**
 - **Use effective behaviour control systems where rule following is rewarded (instead of coercive family process, where rule breaking is rewarded)**

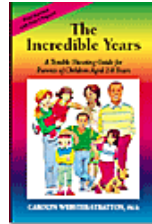


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International Evidence-Based Group Parent Training Programmes

Incredible Years Programme

Caroline Webster Stratton
U Washington, USA



Carolyn Webster-Stratton

Triple P

Positive Parenting Programme
Matt Sanders
U Queensland, Australia



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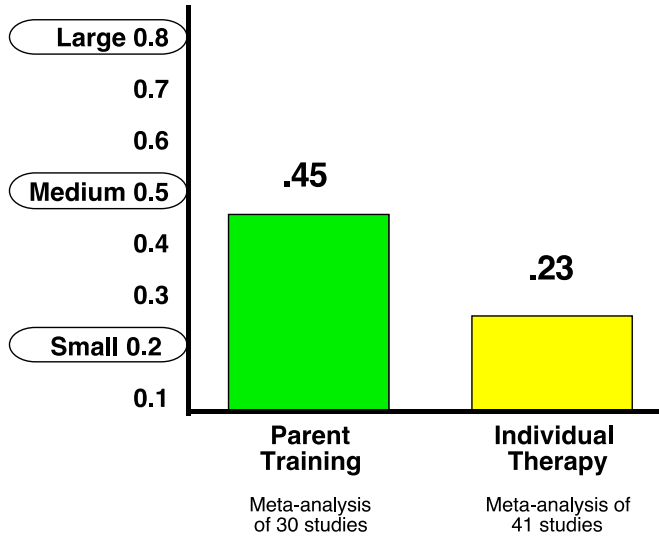
Effectiveness of Parent Training

- **Meta-analyses of randomized controlled trials show that, for pre-adolescent children, group behavioural parent training**
 - **Is moderately effective in reducing behaviour problems**
 - **Is moderately effective in improving parental adjustment**
 - **Is about twice as effective as individual therapy in reducing children's behaviour problems**



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Effect Sizes for Behaviour Problems from Meta-Analyses of Parent Training & Individual Therapy for Children aged 6-12 years



McCart, M. R., Priester, P., & Davies, W. H. & Azen, R. (2006) Differential effectiveness of behavioural parent-training and cognitive-behavioural therapy for antisocial youth: A meta-analysis. *Journal of Abnormal Child Psychology*, 34 (4), 527-543.

Evaluation of the Parents Plus Programmes



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How Many Evaluation Studies of Parents Plus Programmes have been Conducted?

- **19 studies of all Parents Plus Programmes and the Working Things Out Programme between 2001 and 2015**
- **3 studies of the original Parents Plus Programme - PP**
- **6 studies of Parents Plus Early Years Programme – PP-EYP**
- **3 studies of Parents Plus Children’s Programme – PP-CP**
- **6 Studies of Parents Plus Adolescents’ Programme – PP-P, and Working Things Out programme – WTO**
- **1 Study of Parents Plus Parenting When Separated Programme – PP-PWS**



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Evidence Base for Parents Plus Programmes

- **This is a large evidence base**
- **19 studies**
- **Over 1000 families**
- **All types of families** - single parent, two parent and second marriage families
- **Children of all ages** – ranging from 2-17 years
- **A wide range of problems** - CD, ADHD, ASD, & ID, depression and anxiety
- **PP was offered in many settings** - CAMHS, early intervention disability services, preschools, schools, special schools, and community centres
- **PP was facilitated by a range of professionals** - child care workers, teachers, speech and language therapists, nurses, social workers, psychologists and psychiatrists



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3 Studies of The Original Parents Plus Programme - PP

- **Joanne Behan et al. (2001)** – In CAMHS PP works for families of children with DBD (RCT, N=40)
- **Mark Quinn et al. (2007)** – In a rural EIT setting PP works for families of children with ID and DBD (NRCT, N=41)
- **Mark Quinn et al. (2006)** – In rural EIT and CAMHS settings PP works for families of children with DBD with and without DD (NRCT, N=38)



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Evaluation of the Parents Plus Programme for children 4-7y With developmental disabilities and behaviour problems in EIT Mark Quinn et al. 2007

Paper

Quinn, M., Carr, A., Carroll, L. & O'Sullivan, D. (2007). Parents Plus Programme 1. Evaluation of its effectiveness for preschool children with developmental disabilities and behavioural problems. *Journal of Applied Research in Intellectual Disabilities*, 22, 345-359.

Design

41 parents of 31 children ages 4-7 years with mild or moderate ID or ASD and behaviour problems at 4 rural early intervention clinics in Kerry receiving routine care completed this study.

There were 22 parents in the PP group and 19 in the control group.

In this non-RCT consecutive referrals were assigned to each group.

The PP programme involved 8 two-hour sessions.

Results

Compared with the control group, the PP group showed significant improvement on the SDQ total difficulties scale.

Improvement was maintained at 10 months follow-up

The PP group also showed significant improvement in parental satisfaction on the KPS and parenting goal attainment on the goals scale



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SDQ Total Difficulties Scale

- CONDUCT PROBLEMS** Often has temper tantrums or hot tempers
 Generally obedient, usually does what adults request (R)
 Often fights with other children or bullies them
 Often lies or cheats
 Steals from home, school or elsewhere

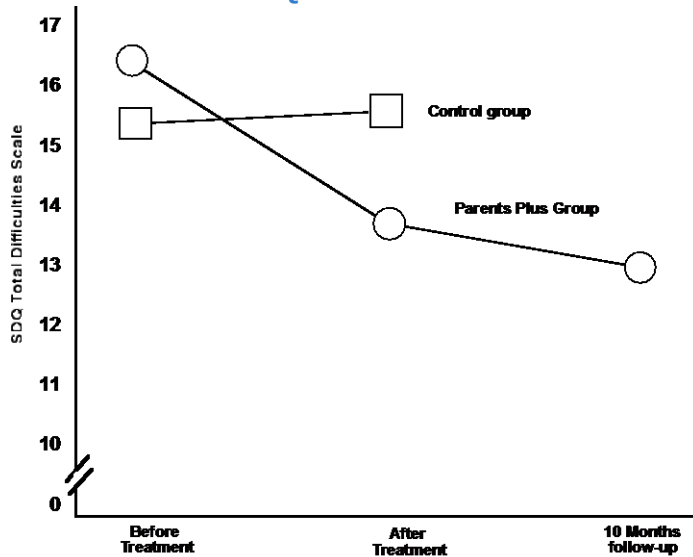
- HYPERACTIVITY** Restless, overactive, cannot stay still for long
 Constantly fidgeting or squirming
 Easily distracted, concentration wanders
 Thinks things out before acting (R)
 Sees tasks through to the end, good attention span (R)

- EMOTIONAL SYMPTOMS** Often complains of headaches, stomach-aches or sickness
 Many worries, often seems worried
 Often unhappy, down-hearted or tearful
 Nervous or clingy in new situations, easily loses confidence
 Many fears, easily scared

- PEER PROBLEMS** Rather solitary, tends to play alone
 Has at least one good friend (R)
 Generally liked by other children (R)
 Picked on or bullied by other children
 Gets on better with adults than with other children



**Evaluation of the Parents Plus Programme for children 4-7.
 with developmental disabilities and behaviour problems in EIT
 Mark Quinn et al. 2007**



Quinn, M., Carr, A., Carroll, L. & O'Sullivan, D. (2007) Parents Plus Programme 1. Evaluation of its effectiveness for preschool children with developmental disabilities and behavioural problems. *Journal of Applied Research in Intellectual Disabilities*, 22, 345-359.

6 Studies of The Parents Plus Early Years Programme – PP-EYP



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6 Studies of The Parents Plus Early Years Programme – PP-EYP

- **John Sharry et al. (2005)** – In CAMHS PP-EYP works for children with DBD & DD (SG, N = 31)
- **Clare Griffin et al. (2010 & 2006)** – In CAMHS PP-EYP works for children with DBD & DD, & group support is critical (NRCT, N = 81)
- **Sarah Kilroy et al. (2011)** – In Preschools PP-EYP works as a prevention programme for normal children with behaviour problems (SG, N=31)
- **Sarah-Jane Gerber et al. (2015)** – In preschools PP-EYP works as a prevention programme for normal children with behaviour problems, and best for those with significant behaviour problems (SG, N=212)
- **Aoife Lonergan et al. (2015)** – In preschools a half-day PP-EYP workshop works as a prevention programme, but not as well as the 7-week PP-EYP (N=121)
- **Noirín Hayes et al. (2013)** – In preschools attendance at more PP-EYP prevention programme sessions helps parents create a better home learning environment (RCT, N=331)



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Evaluation of the Parents Plus Early Years Programme in CAMHS Claire Griffin et al., 2010

Paper

Griffin, C., Guerin, S., Sharry, J. & Drumm, M. (2010). A multicentre controlled study of an early intervention parenting programme for young children with behavioural and developmental difficulties. *International Journal of Clinical and Health Psychology, 10*, 279-294.

Design

This non-RCT was completed by parents of 81 children ages 3-6 years with behavioural & developmental difficulties referred to 4 Mater University Hospital CAMHS clinics.

There were 46 in the PP-EYP group and 35 in the TAU control group.

PP-EYP included 7 group sessions interspersed with 5 individual sessions over 12 weeks.

Results

Compared with the control group, the PP-EYP group reported significant improvement on the SDQ total difficulties and hyperactivity scales and goal attainment on the goals scale.

Improvements were maintained at 5 months follow-up.

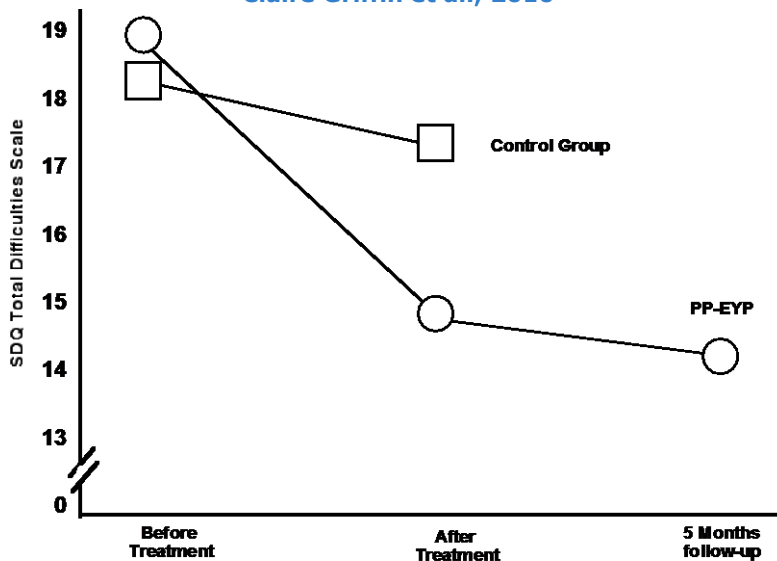
The PP-EYP group showed significant improvement on independent ratings of parent-child interaction.

PP-EYP was equally effective for children with behavioural and developmental difficulties



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Evaluation of the Parents Plus Early Years Programme in CAMHS Claire Griffin et al., 2010



Griffin, C., Guerin, S., Sharry, J. & Drumm, M. (2010). A multicentre controlled study of an early intervention parenting programme for young children with behavioural and developmental difficulties. *International Journal of Clinical and Health Psychology, 10*, 279-294.

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The Importance of the group in the Parents Plus Early Years Programme Claire Griffin et al., 2006

Paper

Griffin, C., Sharry, J, Guerin, S. & Drumm, M. (2006). I am not alone: The importance of the group in parent training. *Eisteach: Journal of Irish Association of Counselling and Therapy*, 6(2)

Design

Parents of 43 children ages 3-6 years with behavioural & developmental difficulties who had completed the PP-EYP.

Method

Five months after completion of the programme, parents were asked what it was about the PP-EYP that helped them overall in their day-to-day interactions with their children.

Results

47% said participation in a parents group was most important



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The value of the group in the Parents Plus Early Years Programme Claire Griffin et al., 2006

Group Support

Group support reduced isolation and gave a sense of belonging

"It was great to meet the other parents with the same issues. You knew you weren't alone. So that helped a lot. We all basically had the same stories, just different children so that was good as well that you didn't feel isolated. It is good to know that other people are there with you".



Group Learning

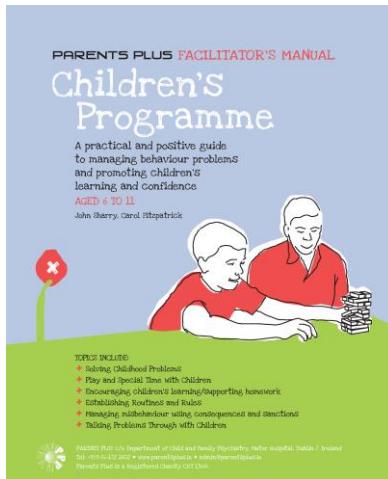
The group was a good environment for learning parenting skills

"You are sharing your experience and they are sharing their experience, you can always pick up stuff".



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3 Studies of The Parents Plus Children's Programme – PP-CP



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3 Studies of The Parents Plus Children's Programme – PP-CP

- **Michael Coughlin et al. (2009a & 2009b)** - In CAMHS PP-CP works, & group support and skills development are critical (NRCT, N=74)
- **Ailish Hand, Ciara Ní Raghallaigh et al. (2013)** - In a special school for children with ID an adapted version of PP-CP works (RCT, N=29)
- **Ailish Hand, Emma McDonnell et al. (2013)** - In regular schools PP-CP works as a prevention programme (RCT, N=63)



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Evaluation of the Parents Plus Children's Programme in CAMHS Michael Coughlan et al. 2009

Paper

Coughlin, M., Sharry, J., Fitzpatrick, C., Guerin, S. & Drumm, M. (2009). A controlled evaluation of the Parents Plus Children's Programme: A video-based programme for parents of children aged 6-11 years with behavioural and developmental problems. *Clinical Child Psychology & Psychiatry*, 14, 541-558.

Design

In this sequential block design study there were 74 parents of children ages 6-11 years with behavioural & developmental difficulties referred to 4 Mater University Hospital CAMHS.

There were 42 in the PP-CP group and 32 in the control group.

PP-CP included 9 group sessions and 2 individual sessions.

Results

Compared with the control group, the PP-CP group showed significant improvement on the SDQ total difficulties and conduct problems scales.

Compared with the control group, the PP-CP group reported decreases in parental stress on the PSS; increased confidence in their parenting; and movement towards their parenting goals and resolution of parenting problems on the goals scale.

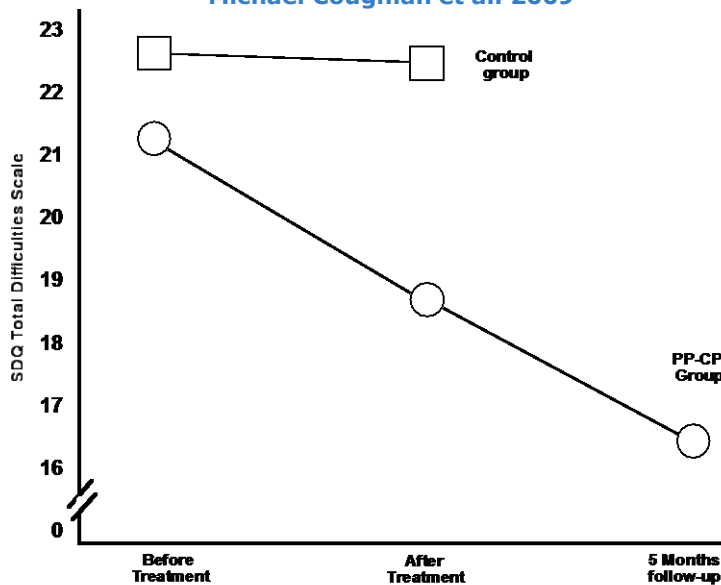
These post-treatment improvements were maintained at 5 months follow-up.

Compared with families of children with developmental disorders, families of children with behaviour problems benefited more from the PP-CP programme on the SDQ total problems and peer problems scales.



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Evaluation of the Parents Plus Children's Programme in CAMHS Michael Coughlan et al. 2009



Coughlin, M., Sharry, J., Fitzpatrick, C., Guerin, S. & Drumm, M. (2009). A Controlled Evaluation of the Parents Plus Children's Programme: A Video-based Programme for Parents of Children Aged 6-11 years with Behavioural and Developmental Problems. *Clinical Child Psychology & Psychiatry*, 14, 541-558.

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Parents' experience of participation and psychological factors mediating outcome of the Parents Plus Children's Programme Michael Coughlan et al. 2009

Paper

Coughlan, M., Sharry, J., Guerin, S., & Beattie, D. (2009). The Parents Plus Children's Programme - a qualitative study assessing parents' experience of participation and psychological factors mediating outcome. *Unpublished paper*

Design

21 parents or carers of children ages 6-11 years with behavioural & developmental difficulties referred to 4 Mater University Hospital CAMHS clinics were interviewed 5 months after completing the PP-CP



Results

Parents said the PP-CP led to their children being calmer, showing better regulation of emotions, and communicating with them more clearly.

Parents said group support was the main benefit of participating in the PP-CP.

Parents said the most useful skills covered on the PP-CP were advice on how to 'tune in' to their children, play with them, using planned sanctions to discipline their children and stepping back from conflict situations

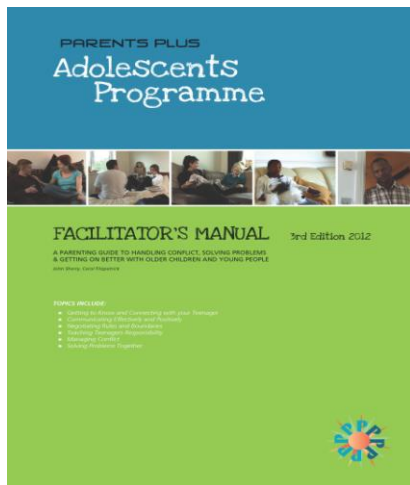


Compared with non-improvers, parents whose children improved after PP-CP reported greater optimism, self-control, consistency in disciplining their children, and capacity to reframe child behaviour problems as situational (rather than labelling their child as bad)



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6 Studies of The Parents Plus Adolescent's Programme – PP-AP & Working Things Out Programme – WTO



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6 Studies of The Parents Plus Adolescent's Programme – PP-AP & Working Things Out Programme - WTO

- **Diane Beattie et al. (2011)** – In CAMHS PP-AP works for families of children with DBD (NRCT, N=53)
- **Eileen Nitsch et al. (2015)** – In schools PP-AP works as a prevention programme for families of adolescents with behaviour problems (RCT, N=109)
- **Ciara Wynne et al. (2015)** – In CAMHS PP-AP + WTO works for families of children with DBD and ED (SG, N=83)
- **Eoin Rickard et al. (2015)** – In schools PP-AP + WTO works as a prevention programme for families of children with behavioural and emotional problems (SG, N=32)
- **Eileen Brosnan (2015)** – In CAMHS WTO works for adolescents with ED (NRCT, N=57)
- **Professor Carol Fitzpatrick (2015)** - In CAMHS WTO works for adolescents with ED (RCT N = 28)



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Evaluation of the Parents Plus Adolescent Programme in CAMHS Diane Beattie et al. 2011

Paper

Beattie, D., O'Donohoe, P., Guerin, S. & Fitzpatrick, C. (2011).
An evaluation of a parent management training programme
as a treatment for adolescents attending a child and
adolescent mental health service. *Unpublished Manuscript.*



Design

This sequential block design study involved parents of 53
adolescents ages 10-17 years with emotional and behavioural
difficulties referred to the Mater University Hospital CAMHS

There were 37 in the PP-AP group and 16 in the TAU control
group.

PP-AP included 8 sessions.



Results

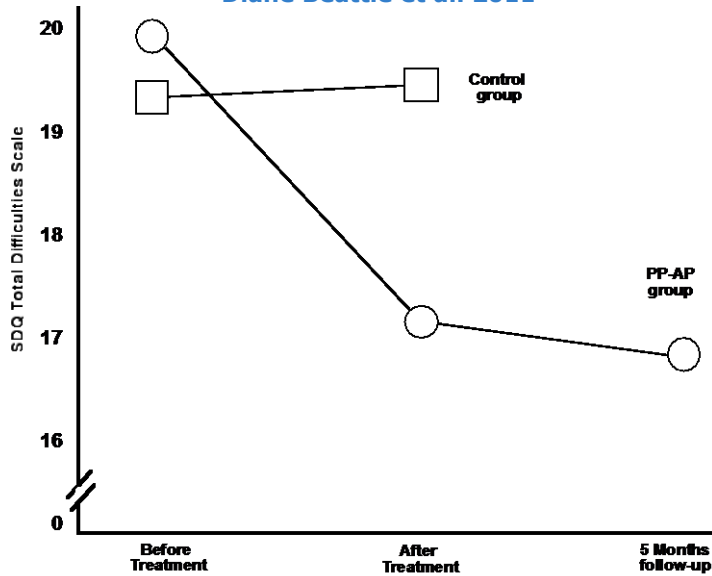
Compared with the control group, the PP-AP group showed
significant improvement on the SDQ total difficulties and peer
problems scales.

Gains made during treatment were maintained at 5 months
follow up.



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Evaluation of the Parents Plus Adolescent Programme Diane Beattie et al. 2011

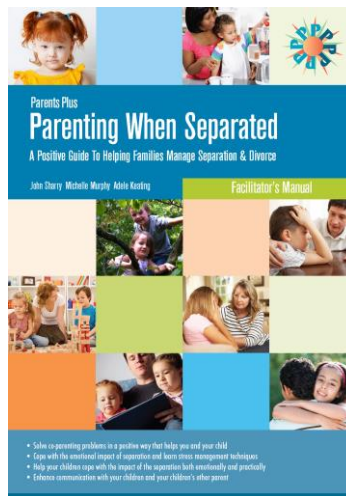


Beattie, D., O'Donoghue, P., Guevin, S. & Fitzpatrick, C. (2011) An evaluation of a parent management training programme as a treatment for adolescents attending a child and adolescent mental health service. *Unpublished Manuscript*



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Evaluation of the Parents Plus Parenting When Separated Programme



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An evaluation of the Parents Plus – Parenting When Separated Programme Adele Keating et al., 2015

Paper

Keating, A., Sharry, J., Murphy, M. Rooney, B. & Carr, A. (2015). An evaluation of the Parents Plus Parenting when Separated programme. *Clinical Child Psychology and Psychiatry*, DOI: 10.1177/1359104515581717.

Design

In this RCT there were 82 separated parents in the PP-PWS group and 79 in a waiting list control group recruited through the Unmarried and Separated Families of Ireland

71 parents were female and had custody; parents and children's mean ages were 39 and 9 years respectively; families were separated for an average of 3 years.

The 6-week PP-PWS programme was facilitated by supervised and trained professionals at 16 community sites.

Results

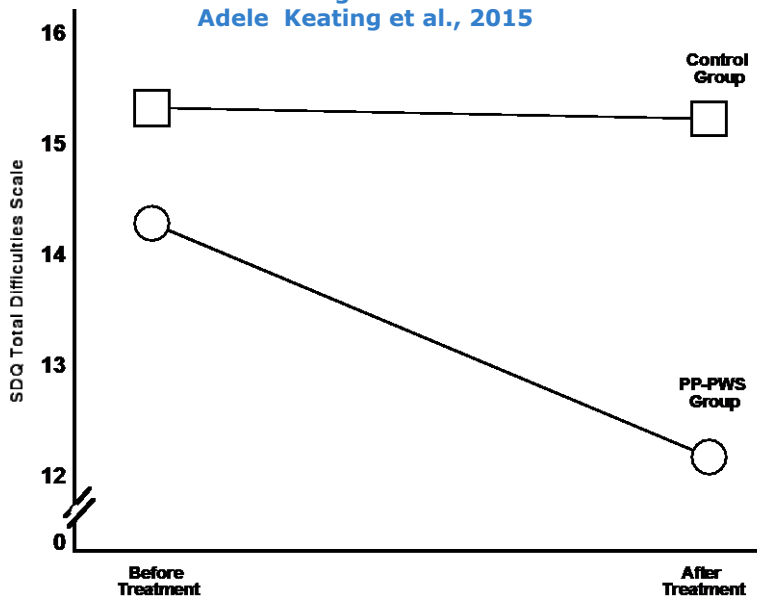
Compared with the control group, from pre- to post-treatment, the PP-PWS group showed significant goal attainment on the goals scale and increases in parenting satisfaction on the KPS.

They also showed decreases in child behaviour problems of the SDQ total difficulties scale, parental adjustment problems on the MHI-5 and interparental conflict on the Quality of Co-parental Communications Scale.



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An evaluation of the Parents Plus – Parenting When Separated Programme Adele Keating et al., 2015



Keating, A., Sharry, J., Murphy, M. Rooney, B. & Carr, A. (2015). An evaluation of the Parents Plus Parenting when Separated programme. *Clinical Child Psychology and Psychiatry*, DOI: 10.1177/1359104515581717

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Overall how effective are the Parents Plus Programmes (compared to TAU or WL control groups) in reducing behaviour problems?

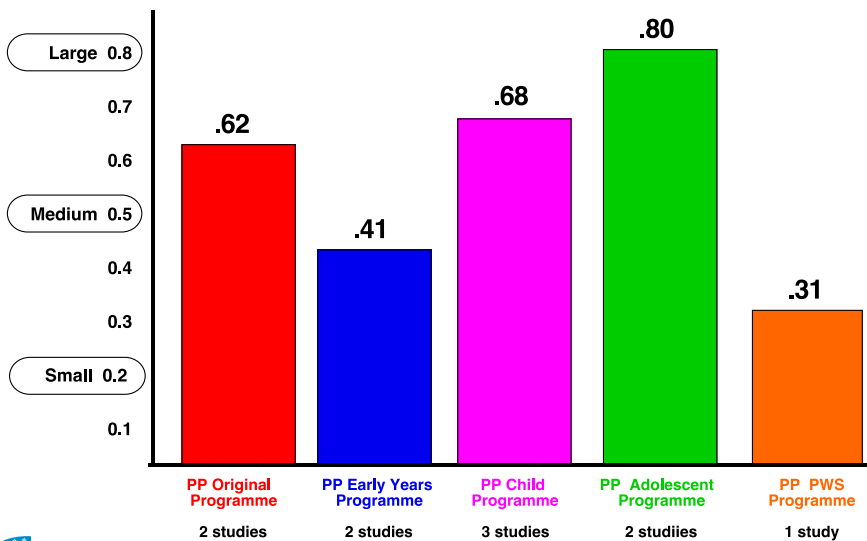
- All PP programmes are effective
- There are medium to large effect sizes (.62-.80) for the original PPP, PP-CP & PP-AP
- Effect sizes of .62 - .80 mean that about 64-69% showed marked improvement compared with control groups (who showed 31-36% improvement).
- There are small to medium effect-sizes (.31-.41) for the PP-EYP and PP-PWSP
- Effect sizes of .31 - .41 mean that about 57-60% showed marked improvement compared with control groups (who showed 40-43% improvement).



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Between groups post-treatment effect sizes on the SDQ-P total difficulties scale from 10 controlled studies of Parents Plus Programmes



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Overall were improvements shown at the end of PP programmes maintained at follow-up?

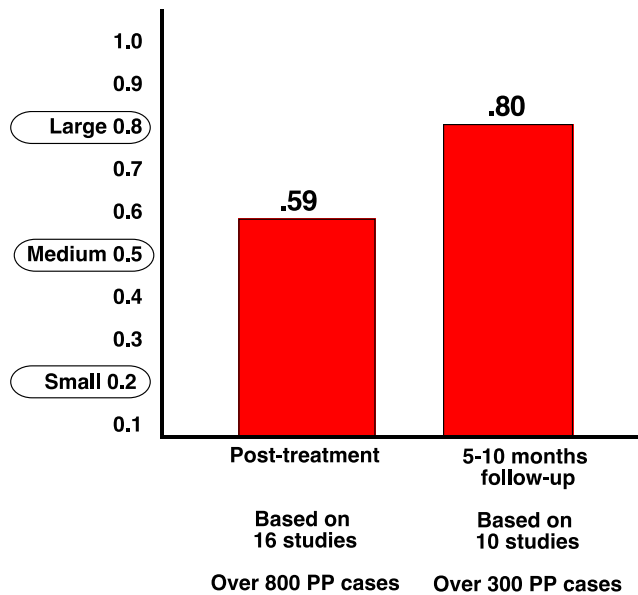
- Yes!
- Gains shown after treatment were maintained at 3-10 months follow up.
- Averaging across all PP programmes the effect size at 3-10 months follow-up on the total difficulties scale of the SDQ-P (.80) was greater than than at the end of treatment (.59).



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Before to after treatment, and before treatment to 3-10 month follow-up effect sizes on the SDQ-P total difficulties scale from 16 controlled studies of Parents Plus Programmes



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Did PP programmes lead to improvements in other areas besides child behaviour problems?

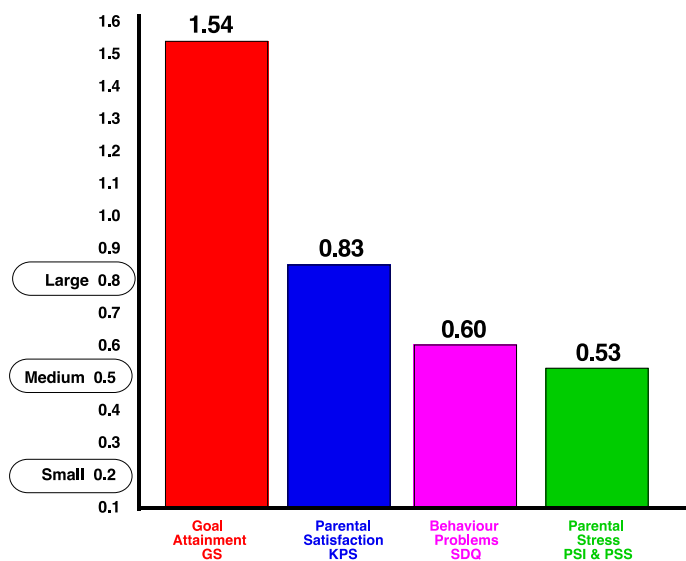
- Yes!
- PP programmes led to improvements in the areas of
 - Goal attainment
 - Parental satisfaction
 - Behaviour problems
 - Parental stress



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Between groups post-treatment effect sizes for goal attainment, parental satisfaction, behaviour problems, and parental stress from 10 studies of Parents Plus Programmes



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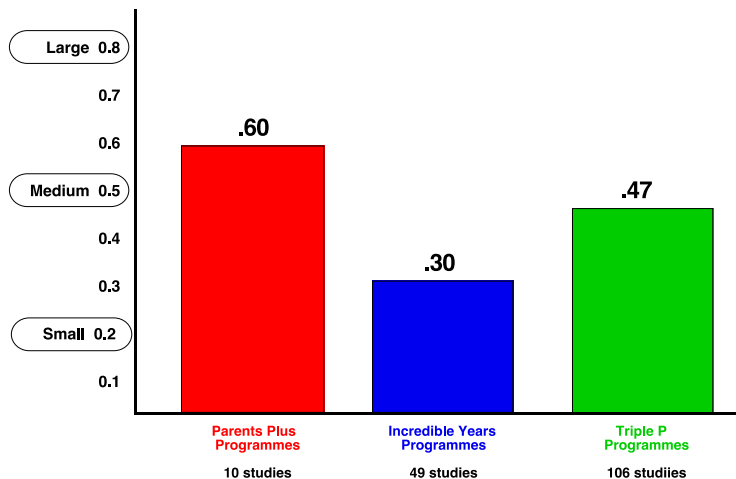
Are Parents Plus Programmes as effective as other evidence-based parent training group programmes?

- **Yes!**
- **Post-treatment effect sizes on indices of child behaviour problems from major meta-analyses of the Incredible Years Programme and the Triple P programme were no larger than those for the Parents Plus programmes.**



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Between groups post-treatment effect sizes on indices of behaviour problems for the Parents Plus, Incredible Years and Triple P Programmes



Menting, A. T. A., Orobio, d. C., & Matthys, W. (2013). Effectiveness of the incredible years parent training to modify disruptive and prosocial child behavior: A meta-analytic review. *Clinical Psychology Review*, 33(8), 901-913.



Sanders, M. R., Kirby, J. N., Tellegen, C. L., & Day, J. J. (2014). The triple P-positive parenting program: A systematic review and meta-analysis of a multi-level system of parenting support. *Clinical Psychology Review*, 34(4), 337-357.

What can we conclude about about the evidence-base for Parents Plus Programmes?

- **Parents Plus programmes work.**
- **They work for families with children of all ages, and for separated families.**
- **The gains made on Parents Plus programmes are lasting.**
- **Parents Plus programmes work as well as other evidence-based parent training programmes.**



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What are the implications of PP research results for practice, policy and future research ?

- **PP programmes should be rolled out nationally in preschools, schools and CAMHS.**
- **Large multi-site RCTs with long-term follow-up should be conducted to find out the long-term benefits of PP**
- **Economic evaluations should be conducted to find out the extent of the cost-savings to society associated with PP programmes.**



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Thank You

**Alan Carr
Professor of Clinical Psychology**



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