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
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 - 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 disabilityAutism spectrum disorder
 - Speech and language delay



Why was parent training invented?

 To prevent the development of behaviour problems in normally developing chidlren





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
 - Why are Disruptive Behaviour Disorders of Interest?
 - Very common
 - Very troublesome
 - Very costly





Prevalence of Conduct Problems in Ireland

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%



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	
Ĺ	Intergenerational Transmission	More children with conduct problems	

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)





8

International Evidence-Based Group Parent Training Programmes

Incredible Years Programme Caroline Webster Stratton U Washington, USA



Triple P Positive Parenting Programme Matt Sanders U Queensland, Australia







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



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



11

12



Evaluation of the Parents Plus Programmes





PARENTS PLUS

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



Evidence Base for Parents Plus Programmes

- This is a large evidence base
- 19 studies

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- 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

14



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)



Evaluation of the Parents Plus Programme with children 3-12y in CAMHS Joanne Behan et al. 2001

Paper Behan, J., Fitzpatrick, C., Sharry, J., Carr, A. & Waldron, B. (2001). Evaluation of the Parents Plus Programme. *The Irish Journal of Psychology*, 22, 238-256.

Design 40 parents of children ages 3-12 years with behaviour problems at 2 Mater University Hospital CAMHS clinics completed this RCT.

There were 26 in PP group and 14 in the control group.

The PP programme involved 8 two-hour sessions.

Results Compared with the control group, the PP group show trends (p<.09) for fewer behaviour problems on the SDQ total difficulties, conduct problems and hyperactivity scales, fewer externalizing behaviour problems on the CBCL, better parent-child interaction on the PSI

Compared with the control group, the PP group showed significantly greater parental goal attainment on the goals scales.

Improvement on the SDQ and CBCL was maintained at 3 months followup

On the SDQ total difficulties scale 31% of the PP group were clinically improved after treatment compared with 14% of the control group





16

SDQ Total Difficulties Scale

COND	UCT 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	
HYPE	RACTIVITY	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)	
ЕМОТ	IONAL 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 builled by other children Gets on better with adults than with other children	17

Evaluation of the Parents Plus Programme with children 3-12y in CAMHS Joanne Behan et al. 2001





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, N., 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 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.





19

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.

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

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

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



Evaluation of the Parents Plus Programme for children 4-7y with behaviour problems, with & without developmental disabilities in CAMHS & EIT Mark Quinn et al. 2006

Paper Quinn, M., Carr, A., Carroll, L. & O'Sullivan, D. (2006). Parents Plus Programme 2. Comparison of its effectiveness for preschool children with and without developmental disabilities. *Irish Journal of Psychology*, 27, 168-190.

- Design The disability group contained parents of 21 children aged 4-7 with mild or moderate ID or ASD and behaviour problems from 4 rural early intervention clinics
- The conduct problems group contained parents of 17 children aged 4-7 with disruptive behaviour disorders from a rural CAMHS
- in this non-RCT, nonsecutive referrals were assigned to each group.

The PP programme involved 8 two-hour sessions.

Results Both groups showed significant improvement on the SDQ total difficulties scale.

Improvement was maintained at 10 months follow-up

On the SDQ total difficulties scale over 70% of cases were clinically improved at 10 months follow-up









Evaluation of the Parents Plus Programme for children 4-7y with behaviour problems, with & without developmental disabilities in CAMHS & EIT Mark Quinn et al. 2006





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 7week 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) 24

Pilot evaluation of the Parents Plus Early Years Programme in CAMHS John Sharry et al. 2005

Paper John Sharry et al. 2005 Sharry, J., Guerin, S., Griffin, C. & Drumm, M. (2005). An evaluation of the Parents Plus Early Years Programme: A video-based early intervention for parent of pre-school children with behavioural and developmental dissolitities. *Clinical Child Psychology and Psychiatry*, 10, 319-336.

Design 31 parents from 24 families with children ages 2-5 years with behavioural problems and developmental disabilities referred to 2 clinics at the Mater Hospital CAMHS completed this single group outcome study.

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

- Results The group showed significant improvement on the SDQ total difficulties , conduct problems and hyperactivity scales, parenting stress on the PSS, goal attainment on the goals scale, and ratings of parent-child interaction.
- Improvement in total difficulties on the SDQ and parenting stress on the PSS was maintained at 5 months follow-up

Qualitative data showed that parents perceived their children's behaviour and communication to have improved; that they were using more positive parenting strategies; and that the quality of the parent-child relationship had improved.

Pilot evaluation of the Parents Plus Early Years Programme in CAMHS John Sharry et al. 2005



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 intersperced with 5 individual sessions over 12 weeks.

Results

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



25







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



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. *Esteach: 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

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 feal isolated. It is good to know that other people are there with you't.

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".





Pilot Evaluation of the Parents Together community course: A preventative version of the PPEYP Sarah Kilroy et al., 2010

Paper Kilroy, S., Sharry, J., Flood, C. & Guerin, S. & (2011). Parent training in the community. Linking process to outcome. *Clinical Child Psychology and Psychiatry*, 16, 459-473.

Design In this single group outcome study 31 parents of children ages 1-9 years of whom 13 (45%) had behavioural difficulties on the SDQ completed a 6 session prevention version of the PP-EYP.



31

The programmes took place in 4 schools and one family centre and were facilitated by Home School Liaison teachers and Child Care Workers who received two days facilitator training, and recruited participants

- Results For the whole sample significant improvement occurred on the SDQ total difficulties, conduct problems, and hyperactivity scales and in goal attainment on the goal scale.
- Greater improvement occurred for cases with behavioural difficulties, than for the sample as a whole.
- For the whole sample 3 factors were correlated with overall outcome on the
- parenting problems scale. 1. Weekly end of sessions ratings of perceived progress towards personal
- goals, Hopefulness about goal attainment UCP
 - Hopefulness about goal attainment
 Perceiving the group to be well organized





Large scale evaluation of the Parents Together community course A preventative version of the PP-EYP Sarah-Jane Gerber et al., 2015

Paper Gerber, S., Sharry, J., Streek, A., & Mc Kenna, G. (2015). Parent training: Effectiveness of the Parents Plus Early Years Programme in community preschool settings. European Early Childhood Education Research Journal.

- Design In this single group outcome study 212 parents or guardians of children aged 6 months -7 years of whom 40% had behavioural difficulties on the SDQ completed a 7 session prevention version of the PP-EYP.
- Early years practitioners from 35 preschools in the Fingal area recruited participants and delivered the programme to 45 groups after receiving 3-days of training & received ongoing supervision in programme delivery

- Results For the whole sample significant improvement occurred on all SDQ scales including the total difficulties scale, parenting stress on the PSS, parenting satisfaction on the KPS, and goal attainment on the goals scale.
- Greater improvement occurred for cases with clinically significant behavioural difficulties on the SDQ, than for those with normal SDQ scores at baseline.







Large scale evaluation of the Parents Together community course A preventative version of the PP-EYP





Comparison of a single session PPEY workshop and the 7-session Parents Together PPEY community course Aoife Lonergan et al., 2015

Paper Lonergan, A., Gerber, S., Streek, A., and Sharry, J. (2015). Parenting groups, how long is enough? The efficacy of a community-run Parents Plus Early Years Program as a preschool parenting intervention of modifiable duration. *Global Journal of Community Psychology Practice*, 6(1), 1-13.

Design For this non-RCT, 121 parents of children aged 1-6 years were recruited through preschools in the Fingal area.

32 completed a 2.5 hour workshop based on the PP-EYP

89 completed a 7 session prevention version of the $\ensuremath{\mathsf{PP}}\xspace{\mathsf{EYP}}$

Early years practitioners from 35 preschools in the Fingal area delivered the interventions after receiving 3-days of training & received ongoing supervision in programme delivery

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Results Participants in both groups showed significant improvement on the SDQ total difficulties scale and parenting satisfaction on the KPS

Greater improvement occurred for participants on the 7-week course

Participants on the 7-week course also showed significant improvement in parenting stress on the PPS and the SDQ prosocial behaviour scale.





Comparison of a single session PPEY workshop and the 7-session Parents Together PP-EYP community course Lonergan et al., 2015



Evaluation of the Parents Together PPEY Community Course as one element of a 24 month intensive Early Years Intervention Noirín Hayes et al., 2013

Paper NOTIFIT TAYES CENT SECTION AND A CONTRACT AND

- Design For this RCT parents of 331 children aged 2.5 4 years were recruited through preschools in the West Tallaght area.
- 165 were in the Early Years Programme group and 113 of these completed the Parents Together PP-EYP; and 166 were in in the routine services control group.



Parents attended the Parents Together PP-EYP as one element of an intensive 24 month programme that involved the High Scope Curriculum for 4h 15m per day, with a child care staffchild ratio of 1:5 and dedicated SLT services; and high quality child care, home-visiting and parent support

The High/Scope curriculum is a flexible and broad-based curriculum that encourages children's holistic development and learning across a range of competencies (social, emotional, cognitive and language).

Results Parents who attended more sessions of the Parents Together PP-EYP created better home learning environments and actively engaged their children in play and learning activities (joint reading, playing with numbers or letters, p painting, doing songs/poems/thymes and going to the library). UCD

37

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39

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





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)



PARENTS PLUS

- **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 with behavioural 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.

40

41

42

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



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

Paper Coughlin, 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 pape

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 the PP-CP

Results

Parents said the the PP-CP led to their chidren being calmer, showing better regualtion of emotions., and commmunictiong 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 discipilning their children, and capacity to reframe child behaviour problems as situational (rather than labelling their child as bad)



Evaluation of the Parents Plus Children's Programme with families of children with intellectual disabilities Ailish Hand, Ciara Ní Raghallaigh et al. 2013

Paper Hand, A., Ni Raghallaigh, C., Cuppage, J., Coyle, S., & Sharry, J. (2013). A controlled clinical evaluation of the Parents Plus Children's Programme for parents of children aged 6–12 with mild intellectual disability in a school setting. *Clinical Child Psychology and Psychiatry*, 18(4), 536-555.



43

Design In this RCT 29 parents of children aged 6-11 years with intellectual disability attending Scoil Chiaráin completed the study.

There were 16 in the PP-CP group and 13 in the waiting list control group.

PP-CP included 8 two and a half hour sessions.

Some parents had mild ID or literacy problems and the PP-CP was adapted to meet their needs

Some PP-EYP videos of children with disabilities were included

Results Compared with the control group, the PP-CP group showed significant improvement on the SDQ total difficulties, hyperactivity and conduct problems scales, parent stress on the PSI, parenting satisfaction on the KPS, and goal attainment on the goals scale.



Evaluation of the Parents Plus Children's Programme as a preventative intervention with families of children in the

community

Ailish Hand , Emma McDonnell et al. 2013

Paper Hand, A., McDonnell, E., Honari, B., & Sharry, J. (2013). A community led approach to delivery of the Parents Plus Children's Programme for the parents of children aged 6-11. International Journal of Clinical and Health Reychology, 13(2), 81-90.

Design In this RCT there were 63 parents of children ages 6-11 years from 3 primary schools

There were 36 completers in the PP-CP group and 27 in the waiting list control group.

Programmes, which included 8 sessions, were facilitated by Home School Liaison Teachers and primary care professionals who received 2 days training.

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Results Compared with the control group, the PP-CP group showed significant improvement on the SDQ total difficulties and hyperactivity scales; parenting stress on the PSI, parenting satisfaction on the KPS, and goal attainment on the goals scale.









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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 FD (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.



49

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 Adolescents Programme in schools Eileen Nitsch et al., 2015

Paper Nitsch, E., Hannon, G., Rickard, E., Houghton, S., & Sharry, J. (2015). Positive parenting: A randomized controlled trial evaluation of the parents plus adolescent programme in schools. *Child and Adolescent Psychiatry and Mental Health*, 9, 43. DOI: 10.1186/s13034-015-0077-0

- Design In this RCT 109 parents of children ages 11-16 years of whom 12% had behavioural difficulties were recruited from the community through media advertisements in the south west of Ireland.
- Data were collected from 70 in the PP-AP group and 39 in the control group.
- PP-AP was delivered over 8 sessions by trained health and educational professionals in schools

Results

- Results Compared with the control group, the PP-AP group showed significant improvement on all SDQ scales except the hyperactivity scale.
- Compared with the control group, the PP-AP group reported decreased parental stress on the PSS and PSI; increased parent satisfaction on the KPS; and goal attainment on the goals scale.
- These post-treatment improvements were maintained at 6 months follow-up.





Positive Parenting Evaluation of the Parents Plus Adolescents Programme in Schools Eileen Nitsch et al., 2015



Evaluation of the Parents Plus Adolescent Programme and the Working things Out Programme in CAMHS Ciara Wynne et al., 2015

Paper Wynne, C., Brosnan, E., Doyle, C., Kenny, R., Sharry, J. (2015) A first-level evaluation of a family intervention for adolescent social, emotional and behavioural difficulties in child and adolescent mental health services, Journal of Child and Adolescent Mental Health.

respectively

Design In this single group outcome study participants were recruited from 8 HSE CAMHS teams. 79 adolescents aged 11-17 and 83 parents completed WTO and PP-AP



The 2 programmes were run in parallel over 8 weeks with joint family sessions after sessions 3 and 6.

- Results Significant improvement occurred on the parent and adolescent completed SDQ emotional problems scale, the McMaster Family Assessment Device General Functioning Scale and the goals scale.
- Significant improvement also occurred on the parent completed SDQ total difficulties, conduct problems, hyperactivity and peer problems scales; parenting satisfaction on the KPS and parental stress on the PSS.

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53



Evaluation of the Parents Plus Adolescent Programme and the Working things Out Programme in Schools Eoin Rickard et al., 2015

Paper EOIN RICKATU Et al., 2020 Rickard, E., Brosnan, E., O'Laoide, A., Wynne, C., Keane, M., McCormack, M. & Sharry, J. (2015) A first-level evaluation of a schools-based family programme for adolescent social, emotional and behavioural difficulties. *Clinical Child Psychology and Psychiatry*



Design In this single group outcome study participants were recruited from 8 secondary schools.

32 adolescents aged 11-17 and 32 parents completed WTO and PP-AP respectively The 2 programmes were run in parallel over 8 weeks with joint family sessions after sessions 3 and 6.

Results Significant improvement occurred on the parent-completed SDQ total difficulties



55

Significant improvement also occurred in parental satisfaction on the KPS, and parental stress on the PSS.

and conduct problems scales, the adolescent-completed SDQ emotional problems scale and goal attainment on the parent and adolescent-completed GS.

Gains made on the parent-completed SDQ total difficulties scale and parental satisfaction on the KPS after treatment were maintained at 5- months follow-up

Evaluation of the Parents Plus Adolescent Programme and the Working things Out Programme in Schools Eoin Rickard et al., 2015



Evaluation of the Working things Out Programme in CAMHS Eileen Brosnan, 2015

Paper Brosnan, E. (2015). The development and evaluation of the working Things Out cognitive behavioural threapy group programme for the treatment of adolescent mental health. PhD Thesis. University College Dublin, School of Medicine.

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Design In this non-RCT adolescents aged 12-16 years with anxiety, depr and behavioural disorders were recruited from Mater CAMHS depressive

30 adolescents completed the 8-session WTO group and 27 received CAMHS TAU (about 9 MDT child / parent / family sessions)

Follow-up data were collected at 12 and 24 weeks.

Results

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Compared with the TAU control group, the WTO group showed significant improvement after treatment on the Child Global Assessment Scale.

Both WTO and TAU groups improved from pretreatment to 24 weeks later on the parent and adolescent completed SDQ total difficulties and emotional problems scales, the adolescent completed SDQ peer problem scale, and the adolescent completed Adolescent Well-Being Scale.

Qualitative analysis of interview transcripts from 23 adolescents who completed the WTOP showed it was positively evaluated by 83% of participants: 'I thought it was great it was a bit of fun as well.'





Evaluation of the Working things Out Programme in CAMHS



Evaluation of the Working things Out Programme in CAMHS Carol Fitzpatrick et al., 2014

Paper Fitzpatrick, C., Brosnan, E., Beattie, D., Rickard, E., Sharry, J., Guerin, S., King, F., Noone, M., Kelleher, I. (2014). Innovations in Practice: The development and early evaluation of the Working Things Out Adolescent Group Programme. In Preparation.

- Design In this RCT adolescents aged 12-16 years with anxiety, depressive and behavioural disorders were recruited from Mater CAMHS
- 14 adolescents completed the 8-session WTO group and 14 received CAMHS TAU (5 sessions of MDT child / parent / family intervention)

Follow-up data were collected 3 months after treatment.

Results

Results Both groups showed significant improvement after treatment and at 3 months follow-up in global functioning on the CGAS and in adaptive approach oriented coping on the Adolescent Coping Scale



Evaluation of the Parents Plus Parenting When Separated Programme

59









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



61

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

- 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 MH1-5 and interparental conflict on the Quality of Co-parental Communications Scale.





- **Overall how effective are the Parents Plus Programmes** (compared to TAU or WL control groups) in reducing behaivour 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). •



🇱 Parents Plus





Between groups post-treatment effect sizes on the



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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65

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





For each of the different types of PP programmes were improvements shown at the end of PP programmes maintained at follow-up?

- Yes!
- For all programmes (except the PP-PWSP where there were no data), gains shown after treatment were maintained at 3-10 months follow-up.



FARENTS PLUS 67

Pre- to post-treatment (PT) and pre-treatment to 3-10 month follow-up (FU) effect sizes on the SDQ-P total difficulties scale from 15 controlled studies of Parents Plus Programmes



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





Are Parents Plus Programmes as effective as other evidencebased parent training group programmes?

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





71

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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



Sanders, M. R., Kirby, J. N., Tellegen, C. L., & Day, J. J. (2014). The triple P-positive parenting program: A systematik 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.



73

74

75

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- PP programmes should be rolled out nationally in preschools, schools and CAMHS.
- Large multi-site RCTs with longterm follow-up should be conducted to find out the longterm 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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Alan Carr Professor of Clinical Psychology

