

Parenting Support for Parents of Early Adolescents.



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Outline



- Background
- Triple P – Positive Parenting Program
 - Teen Triple P
- The Current Study

Background



- Parents can be a powerful influence on many aspects of family life and adolescent adjustment.
- Poor parenting practices have been associated with adolescent behaviour problems.
- High quality parenting is critical for children to develop into self-sufficient, resourceful adults.

Research shows ...



- Parenting programmes have been useful in prevention and treatment of a variety of issues related to youth
- Evidence-based parenting programmes make a difference.
- Parenting interventions are amongst the most powerful and cost-effective tools available to assist children and their families.

Rationale for Parenting Programmes for Parents with Teenagers

- Parents are more receptive to support at key developmental stages.
- Teenage children have different developmental needs.
- Problem behaviour in teenage years.
- Helps prevent negative developmental pathway

What is Triple P?



A whole of
population
approach

**Suite of
evidence
based
programs** 5
levels, 4 delivery
modalities

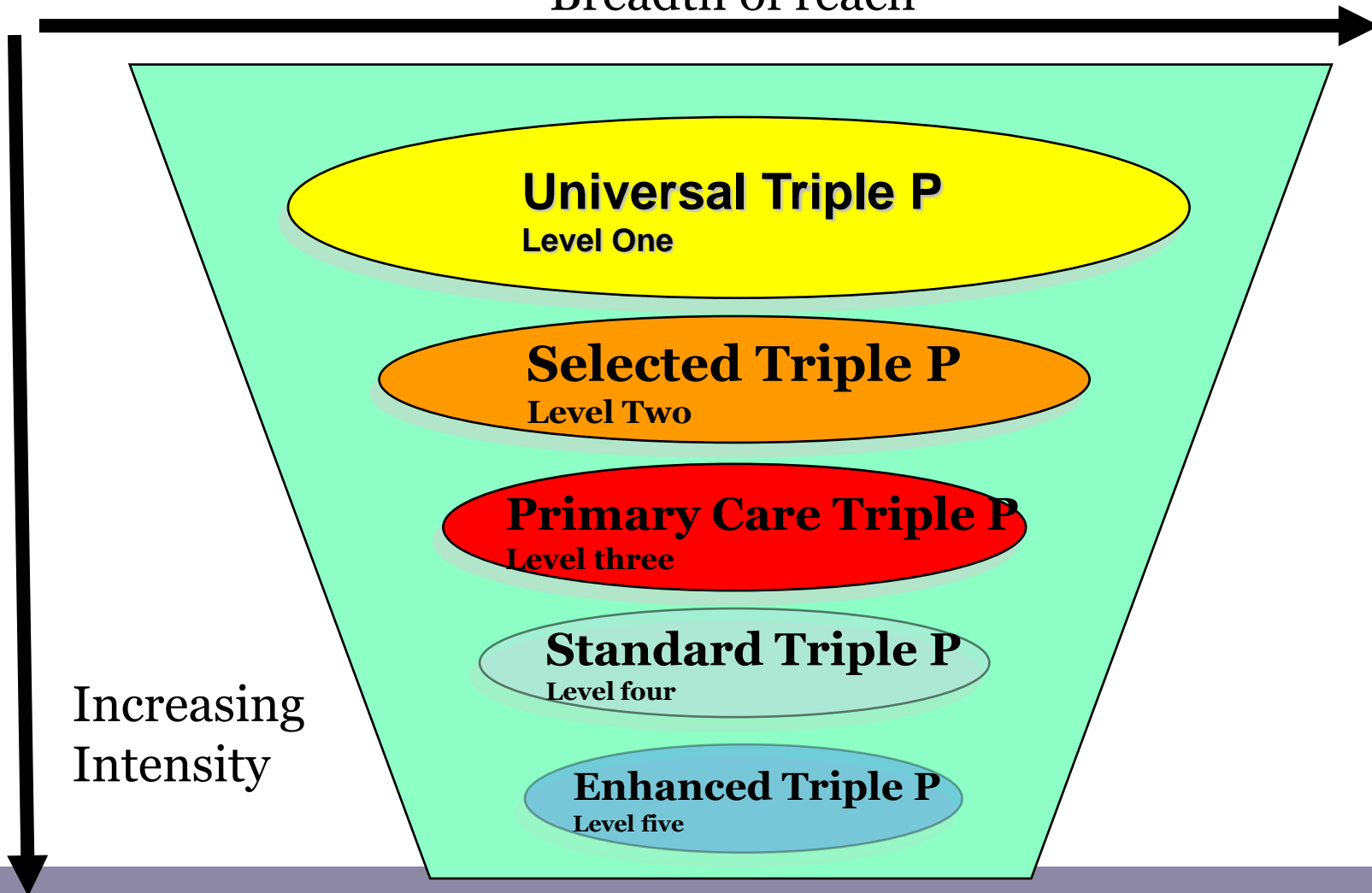
Blends
**universal and
targeted**
programs

**Concurrently
implements**
multiple levels

Triple P – Positive Parenting Program



Breadth of reach



Program objectives - teenagers

- Promote teenager development
- Increase teenager competence in managing personal issues
- Reduce conflict over parents' use of methods of discipline
- Improve communication between teenagers and parents
- Reduce anxiety and stress associated with being a teenager

Program objectives - parents

- Increase parents' competence in promoting teenager development
- Increase parents' competence in managing common behaviour problems and developmental issues
- Reduce parents' use of coercive and punitive methods of discipline
- Improve communication between parents and teenagers
- Reduce parental stress associated with raising teenagers

Aim



- The aim of the study is to compare the effectiveness of Group Teen Triple P (GTTP) with a Care as Usual (CAU) control condition using a randomised controlled trial.
- The effects on the following will be examined:
 - General early adolescent behaviour problems and adjustment
 - Parenting (parenting style)
 - Family relations (parent-child conflict, family environment)
 - Consumer acceptability

Level 4: Group Triple P



- Groups of 10-12 parents
- Active skills training in small groups
- 8 session group program
 - 4 x 2 hour group sessions
 - 3 x 15-30 minute telephone sessions
 - Final group session
- Supportive environment
- Normalise parenting experiences

Hypotheses



- GTTP will be more effective than CAU.
- GTTP will lead to reduction in problematic behaviour and enhanced parenting skills and efficacy at both post-intervention and follow up.

Sample



- 200 parents and their child
- Selection criteria:
 - The child do not have a developmental disorder or significant health impairment
 - The target child is between the age of 12 to 15
 - The child is not currently receiving psychological treatment for behaviour problems
 - Parents are not intellectually impaired
- Recruitment Process – community outreach approach

Method



- Parents will be randomly assigned to one of two conditions:
 - Care as Usual (CAU)
 - Receive their usual services
 - Group Teen Triple P (GTTP)
 - 8 week programme
 - 5 x 2-hour group session
 - 3 x 15-minute telephone session

Method



- CAU
 - Baseline , 8-10 weeks after baseline, and 6 months follow up.
- GTTP
 - Baseline, end of GTTP, and 6 months following completion of GTTP.
- CAU will be offered GTTP once collection of follow up data completed

Measures



- **Parent-Completed Questionnaires**

- Family Background Questionnaire (FBQ) – (Zubrick et al., 1995)
- Parenting Scale –Adolescent version (PSA) – (Irvine et al., 1999)
- Parent Problem Checklist (PPC) – (Dadds & Powell, 1991)
- Parent Conflict (PCQ) – (Greenberger, Chen, & Beam, 1998)
- Strengths and Difficulties Questionnaire (SDQ) – (Goodman, 1999)
- Parental Monitoring (PM) – (Greenberger et al., 2000)
- Family Environment Scale (FES) – (Moos & Moos, 1994)
- Depression Anxiety and Stress Scale (DASS) – (Loyibond & Moyibond, 1995)
- Relationship Quality Index (RQI) – (Norton, 1983)
- The Client Satisfaction Questionnaire (CSQ) – Adapted from TAI (Eyberg, 1993)

Measures



- **Adolescent-Completed Questionnaires**
 - Problem Behaviour Checklist (PBC) – (Greenberger et al., 2000)
 - Rosenberg Self-Esteem Scale (SES) – (Rosenberg, 1965)
 - Parental Monitoring (PM) – (Greenberger et al., 2000)
 - The Parent Conflict Questionnaire (PCQ) – (Greenberger et al., 1998)
 - Decision Making Measure (DMM; Greenberger, Chen, Beam, Whang & Dong 2000)
 - Family Environment Scale (FES) – (Moos & Moos, 1994)

Results - Participants

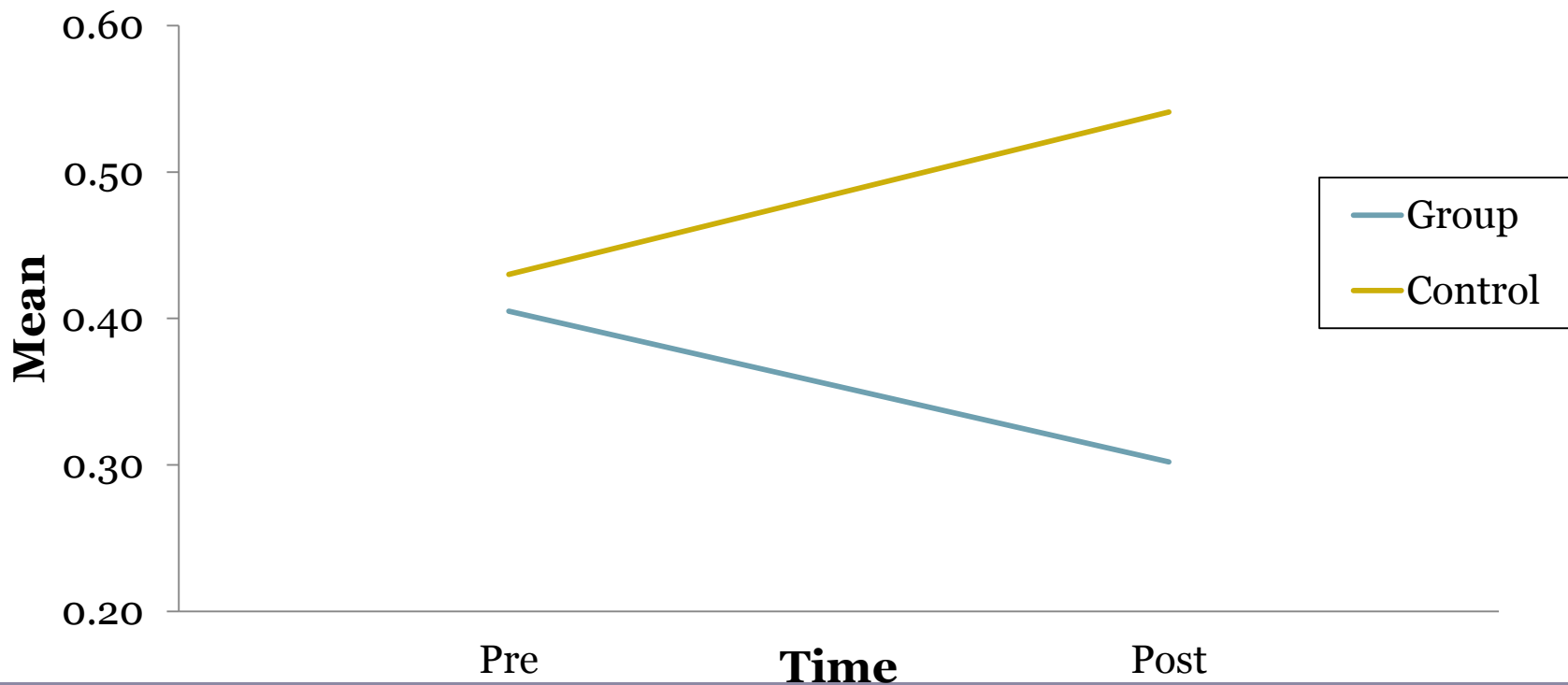


- 31 families, completed pre and post assessments
 - 10 families randomly allocated to group
 - 21 families randomly allocated to control
- Parents age (32-62), $M = 44.52$ ($SD = 5.84$)
 - 78% Biological Mother, 6% Step Mother, 16% Biological Father
- Adolescent age (12-14), $M = 12.71$ ($SD = 0.53$)
 - 32% Female, 68% Male
- Family Structure
 - 65% Original family, 32% Sole parent family, 3% Step family
- Child ethnicity
 - 77% European, 13% Asian, 6% Pacific Islander, 4% Maori

SDQ



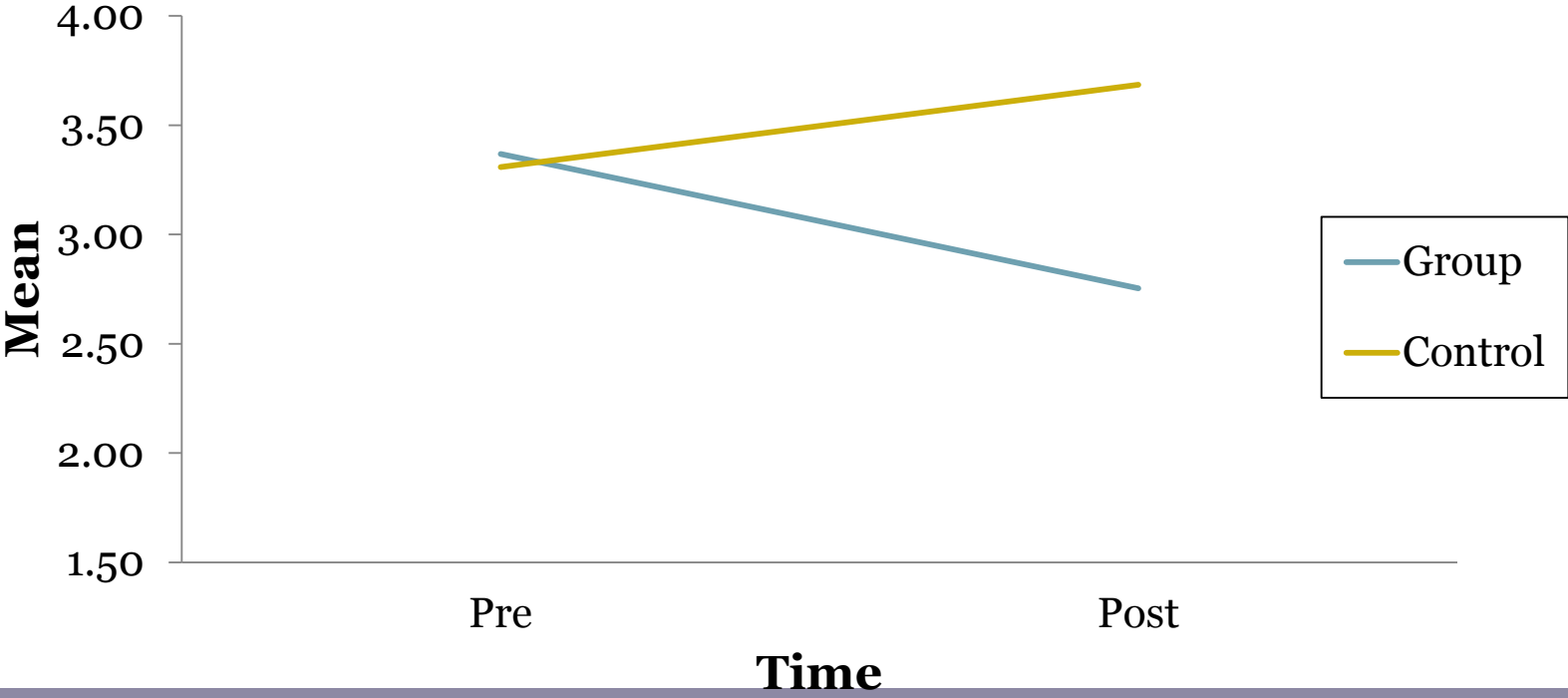
T1		T2		Time	Time x Group	Correlation
M (SD)		M (SD)				<i>r</i>
Control	Group	Control	Group			
0.43	0.41 (.30)	0.54	0.30	$F = (1,29) = 0.18, p = .90$	$F = (1,29) = 10.21, p = .00^{**}$	0.804**
(.34)		(.31)	(.27)			



Parenting Style - PSA



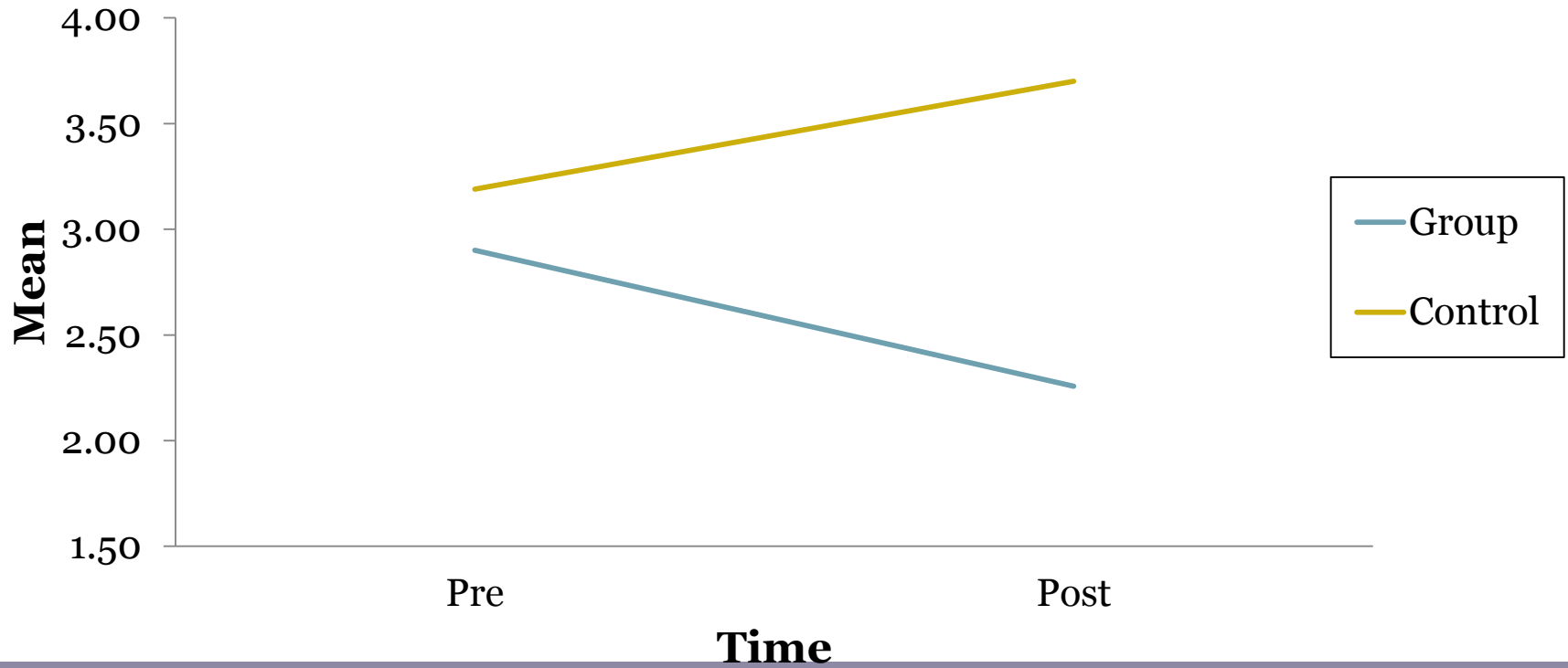
T1		T2		Time	Time x Group	Correlation
M (SD)		M (SD)				<i>r</i>
Control	Group	Control	Group			
3.31 (.74)	3.37 (.59)	3.69 (.54)	2.75 (.38)	$F = (1,29) = 0.91, p = .35$	$F = (1,29) = 15.82, p = .00^{**}$	0.297



PSA - Laxness



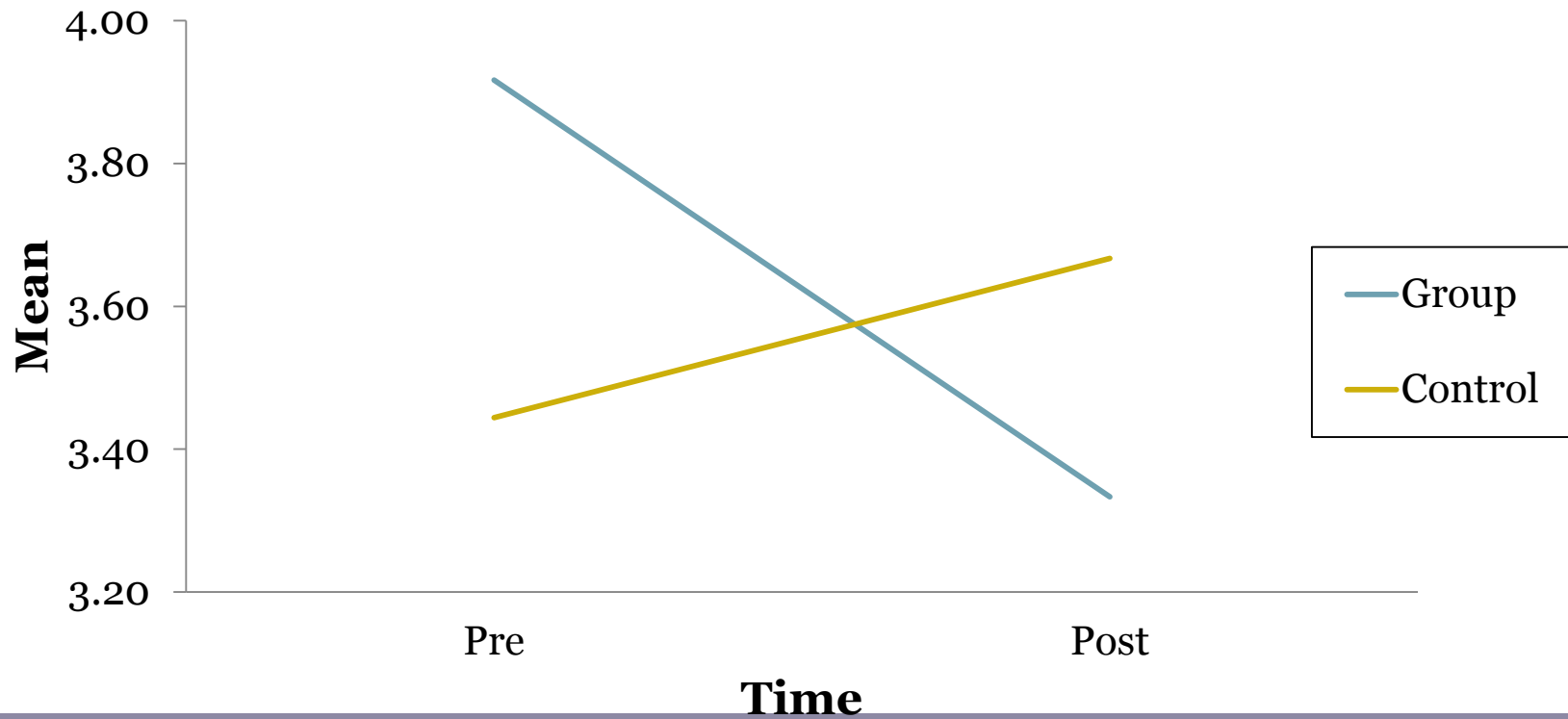
T1		T2		Time	Time x Group	Correlation
M (SD)		M (SD)				<i>r</i>
Control	Group	Control	Group			
3.20	2.90	3.70	2.26	$F = (1,29) = 0.13, p = .72$	$F = (1,29) = 9.96, p = .00^{**}$	0.572**
(1.39)	(.64)	(1.01)	(.71)			



PSA – Over-reactivity



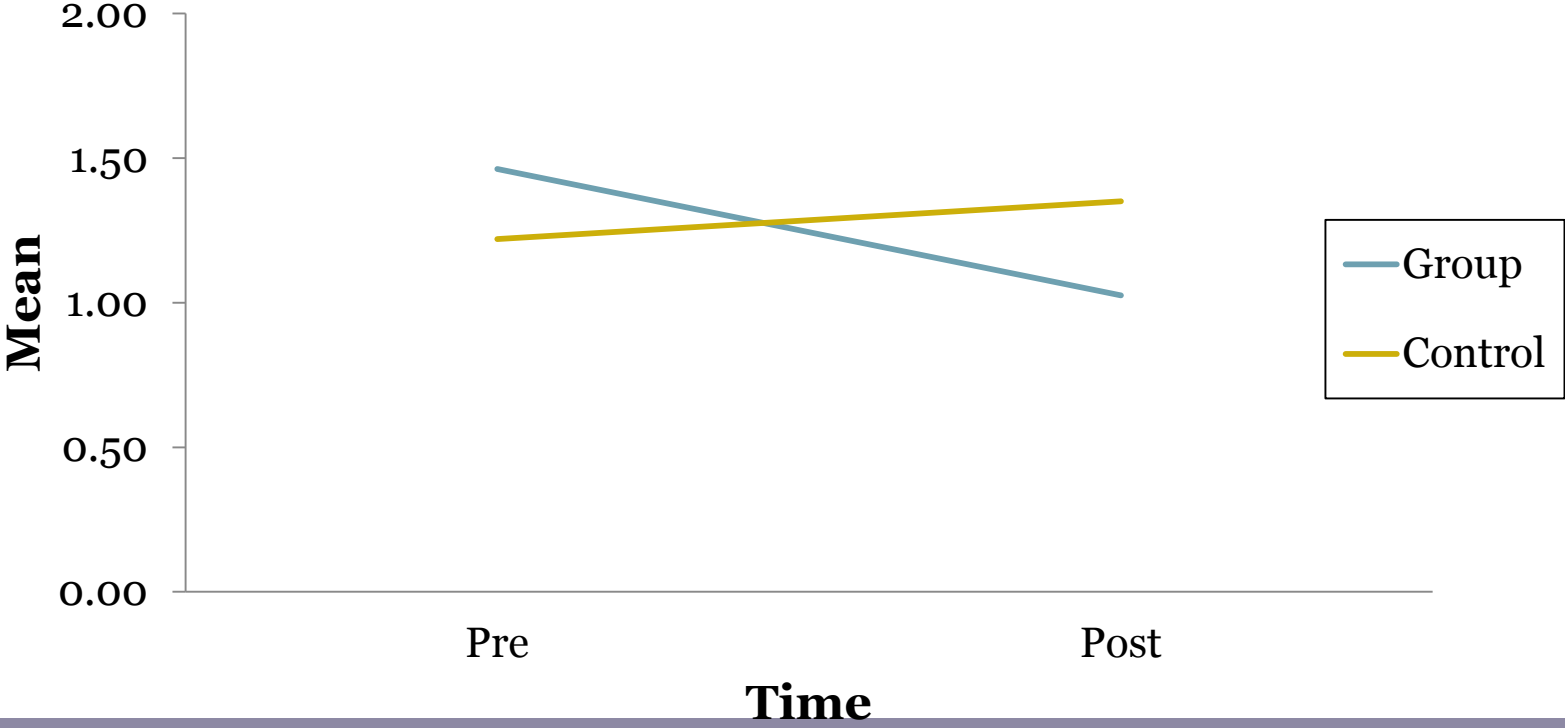
T1		T2		Time	Time x Group	Correlation
M (SD)		M (SD)				<i>r</i>
Control	Group	Control	Group			
3.44 (.76)	3.90 (.71)	3.67 (.77)	3.33 (.25)	$F = (1,29) = 2.15, p = .15$	$F = (1,29) = 10.69, p = .00^{**}$	0.486**



PCQ



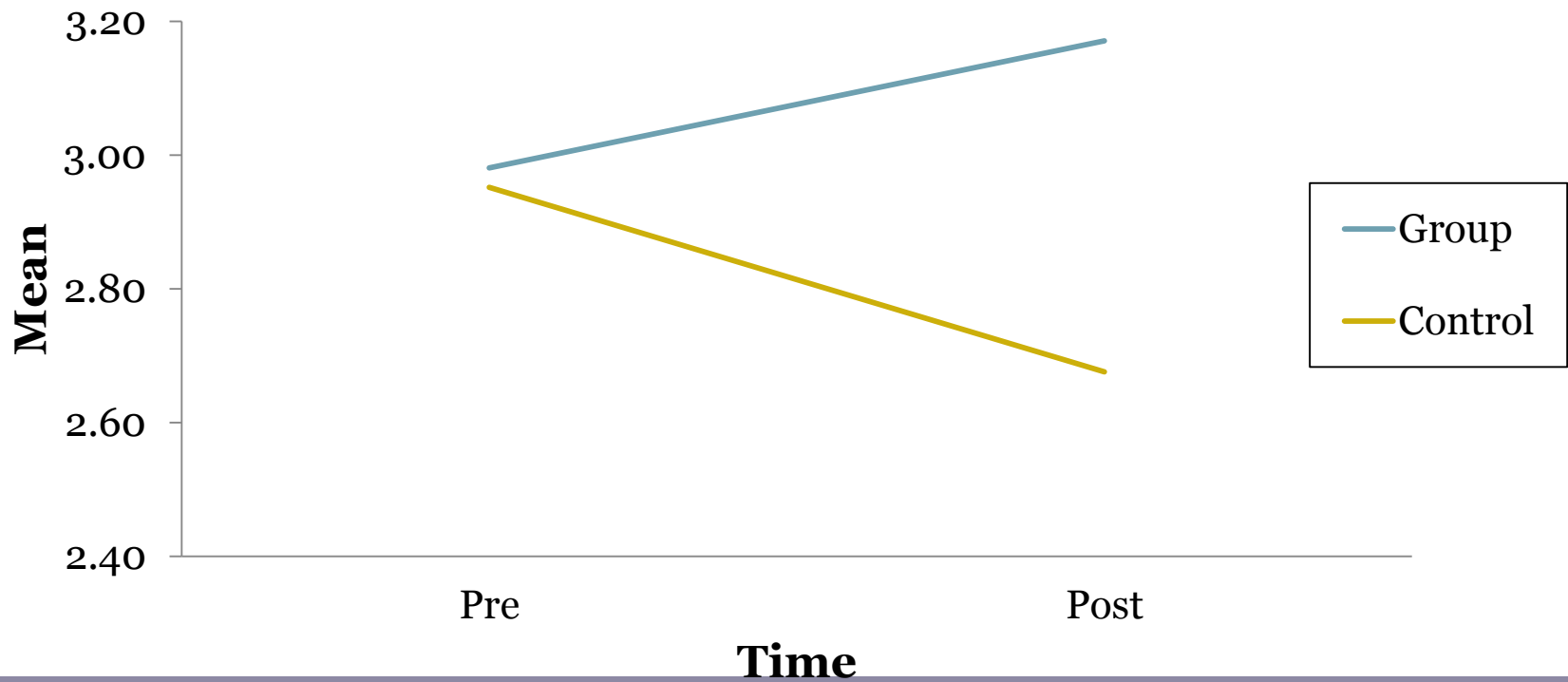
T1		T2		Time	Time x Group	Correlation
M (SD)		M (SD)				<i>r</i>
Control	Group	Control	Group	$F = (1,29) = 2.57, \quad p = .12$		0.591**
1.22 (.63)	1.46 (.66)	1.35 (.61)	1.03 (.50)			
				$F = (1,29) = 8.84, \quad p = .01^*$		



FES - Cohesion



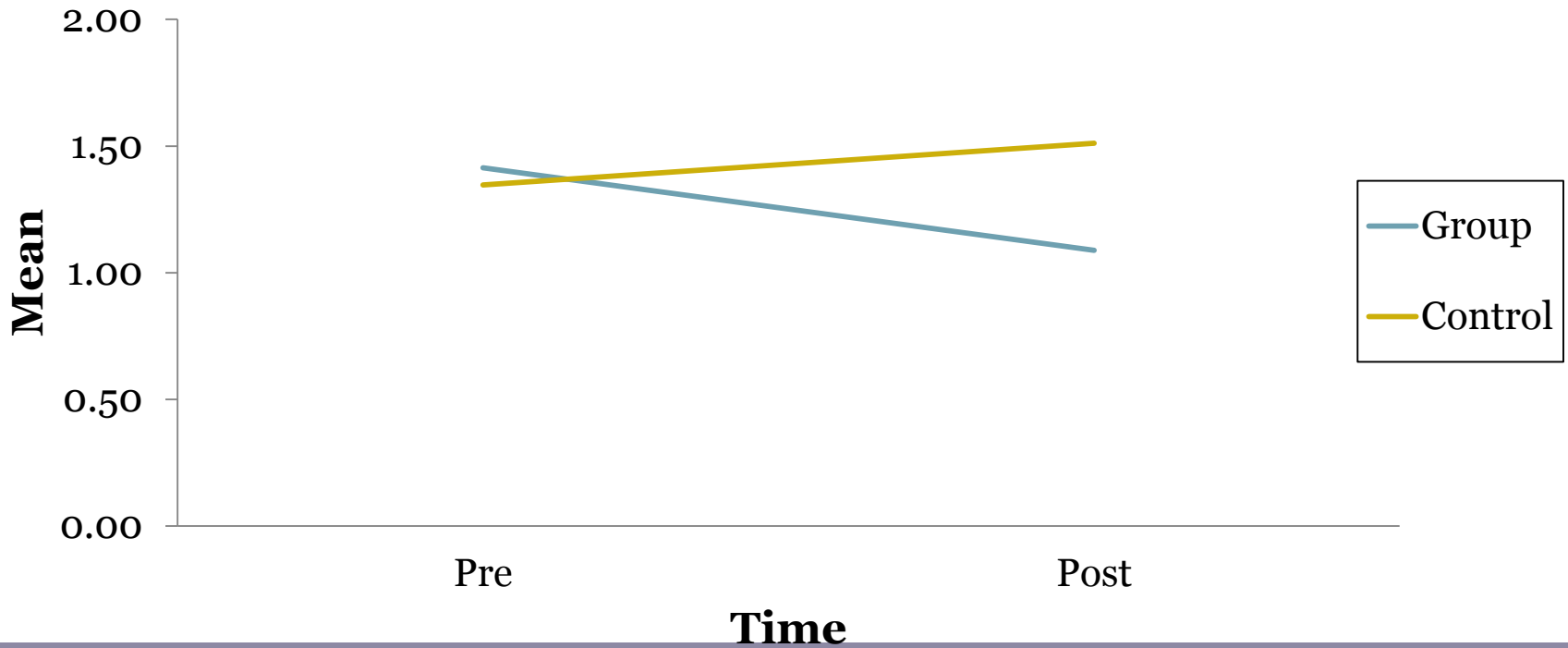
T1		T2		Time	Time x Group	Correlation
M (SD)		M (SD)				<i>r</i>
Control	Group	Control	Group			
2.95 (.63)	2.98 (.47)	2.68 (.62)	3.17 (.39)	$F = (1,29) = .32,$ $p = .58$	$F = (1,29) = 9.41, p =$.01*	0.709**



FES - Conflict



T1		T2		Time	Time x Group	Correlation
M (SD)		M (SD)				<i>r</i>
Control	Group	Control	Group			
1.35 (.70)	1.41 (.86)	1.51 (.51)	1.09 (.81)	$F = (1,29) = .44,$ $p = .51$	$F = (1,29) = 4.06, p =$.05*	0.545**



Client Satisfaction

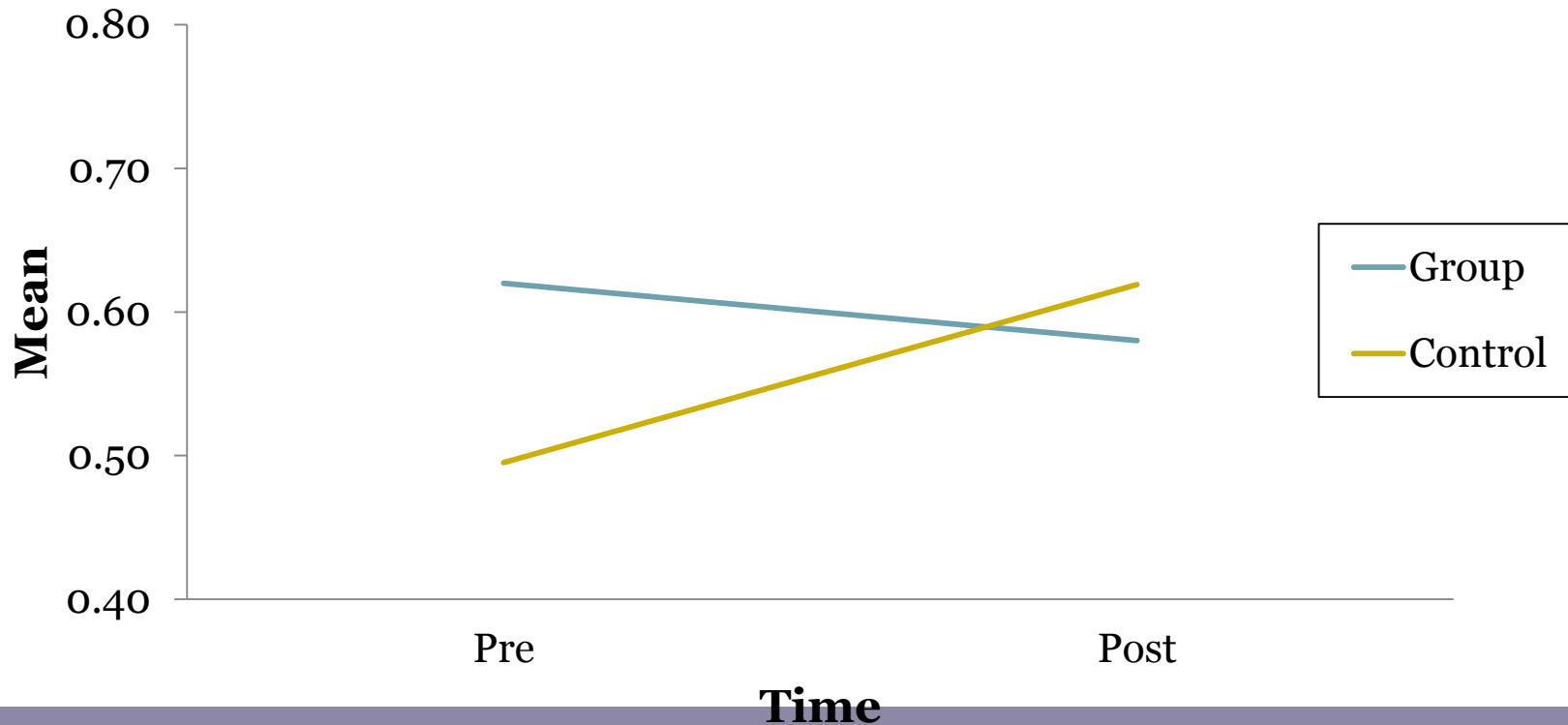


- Parents' comments
 - "Interaction with facilitator and other parents were fantastic. Really enjoyed the course".
 - "It gave me the confidence to parent as I realised that others have the same difficulties, this (the programme) has greatly improved my children's behaviour" .
 - "The major benefit was being in a small "like-minded" group. Sharing parenting "problems" and useful ways of dealing with them was great".

SDQ - Emotion



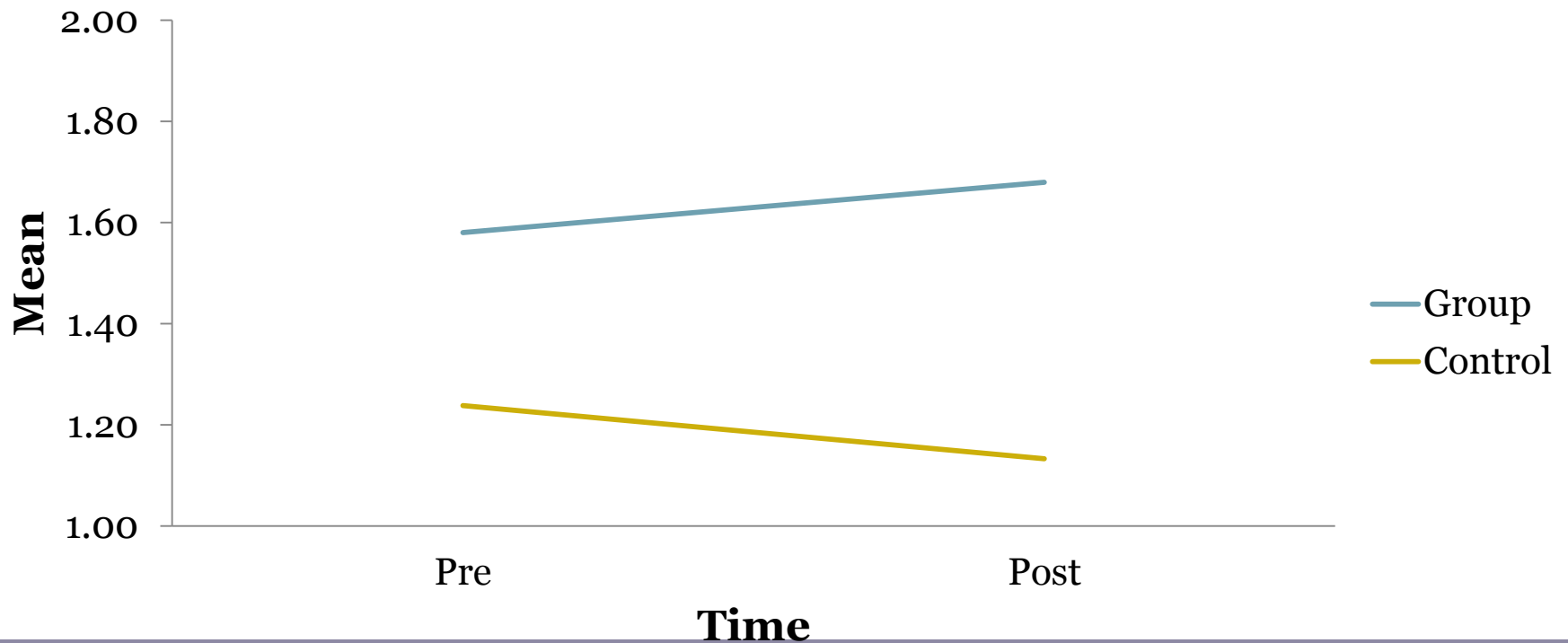
T1		T2		Time	Time x Group	Correlation
M (SD)		M (SD)				<i>r</i>
Control	Group	Control	Group			
0.50 (.46)	0.62 (.60)	0.62 (.40)	0.60 (.55)	$F = (1,29) = .186, p = .18$	$F = (1,29) = 7.10, p = .01^*$	0.939**



SDQ – Prosocial Behaviour



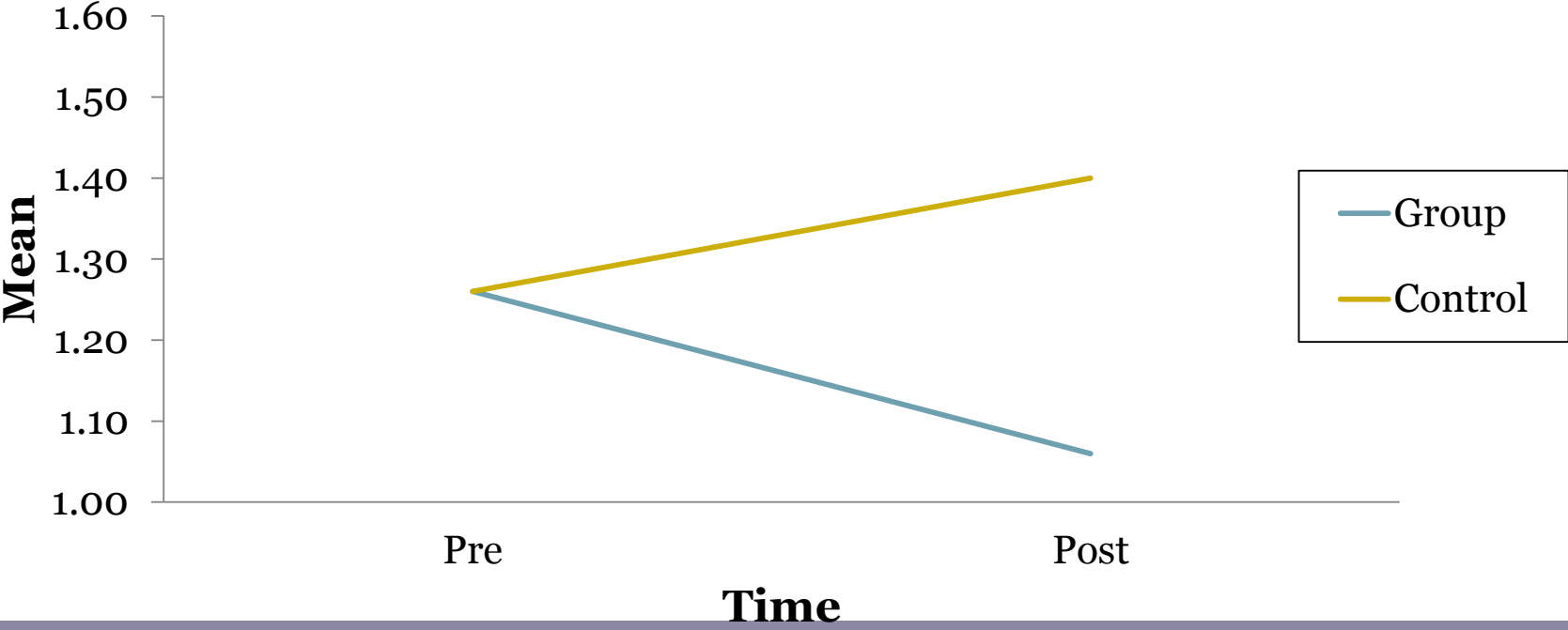
T1		T2		Time	Time x Group	Correlation
M (SD)		M (SD)				<i>r</i>
Control	Group	Control	Group			
1.24 (.49)	1.58 (.33)	1.13 (.48)	1.68 (.22)	$F = (1,29) = .00,$ $p = .96$	$F = (1,29) = 5.18, p =$.03*	0.859**



PCQ



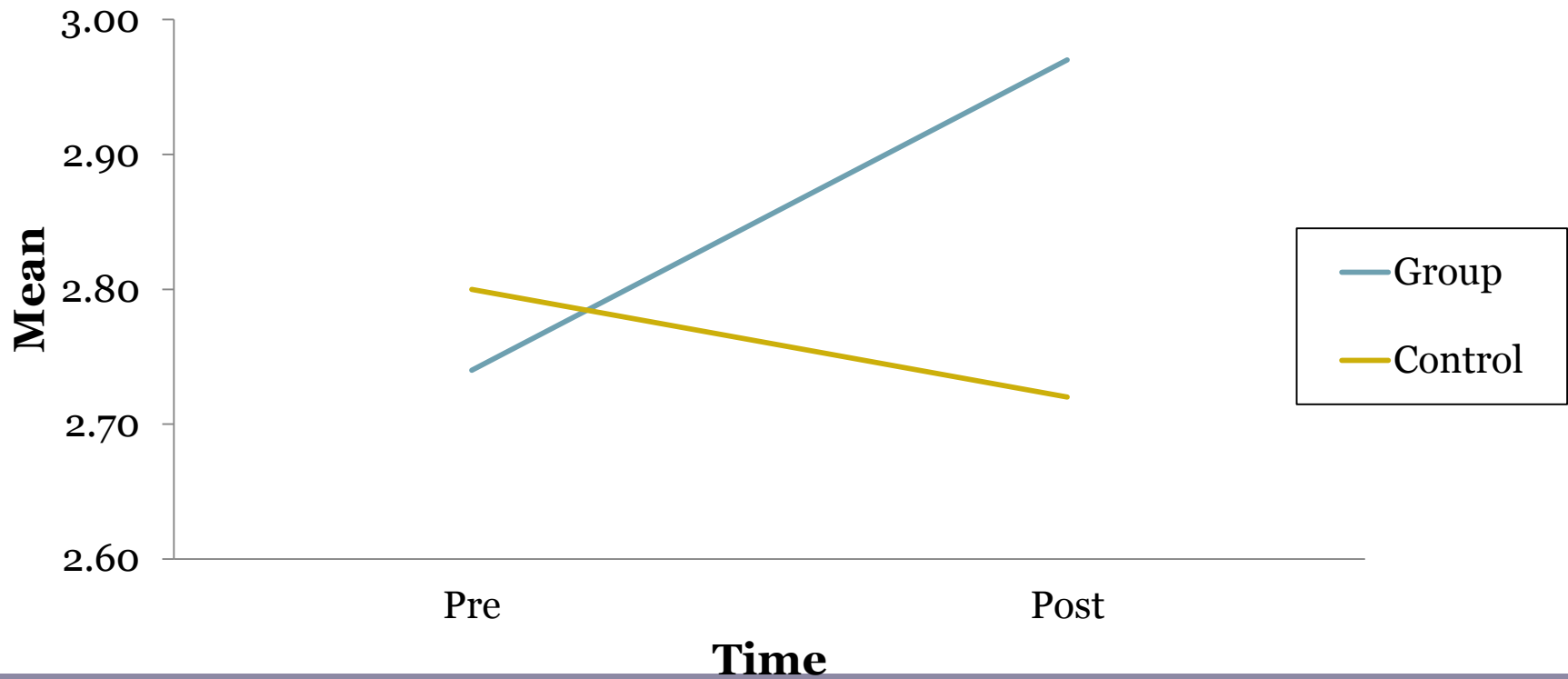
T1		T2		Time	Time x Group	Correlation
M (SD)		M (SD)				<i>r</i>
Control	Group	Control	Group			
1.26	1.26	1.40 (.57)	1.06	$F = (1,29) = .24,$	$F = (1,29) = 6.73, p =$	0.848**
(.70)	(.70)		(.74)	$p = .63$.01*	



FES – Family Cohesion



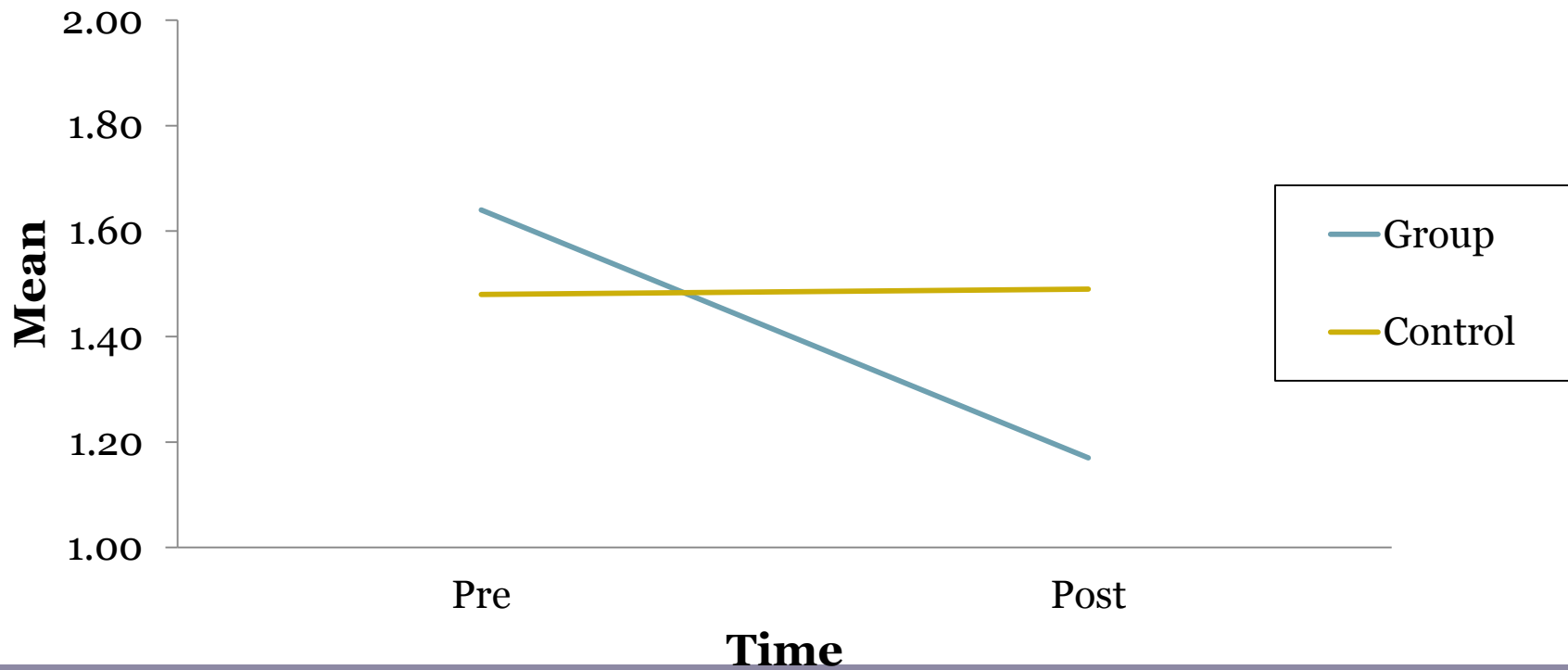
T1		T2		Time	Time x Group	Correlation
M (SD)		M (SD)				<i>r</i>
Control	Group	Control	Group			
2.80 (.64)	2.75 (.40)	2.73 (.65)	2.97 (.41)	$F = (1,29) = 1.43, p = .24$	$F = (1,29) = 5.25, p = .03^*$	0.814**



FES – Family Conflict



T1		T2		Time	Time x Group	Correlation
M (SD)		M (SD)				<i>r</i>
Control	Group	Control	Group			
1.48 (.63)	1.64 (.91)	1.50 (.59)	1.17 (.87)	$F = (1,29) = 13.81,$ $p = .00^{**}$	$F = (1,29) = 14.74,$ $p = .00^{**}$	0.850**



Summary



- Families in the GTTP compared with Control:
 - Reduction in adolescent problem behaviours.
 - Improvement in parenting style –decrease in laxness and over-reactivity.
 - Decrease in parent-child conflict, family conflict and improvement in family cohesion.
- GTTP is effective for parents with adolescents

Limitation and Challenges



- Self-reports
- Small pilot sample size
- Low participation rate
 - Possible recruitment and engagement strategies

Acknowledgments



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THANK YOU

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