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The Effectiveness of Parenting Programs in Australia: Comparing and Contrasting Triple P and Parent-Child Interaction Therapy

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Early Intervention and Evidence-based Programs

- **Increasing emphasis on early intervention as a strategy to strengthen family relationships and improve child outcomes**
- **Evidence-based**
- **Two parenting programs for parents and young children with behavioral problems**
 - **Triple P – Positive Parenting Program**
 - **Parent-Child Interaction Therapy (PCIT)**



Background

- **Developmental Research on Behavior Problems**
 - Moderate to high degree of stability in behavior problems over time
 - Aggressive and disruptive behavior in childhood is one of the best predictors of later antisocial behavior

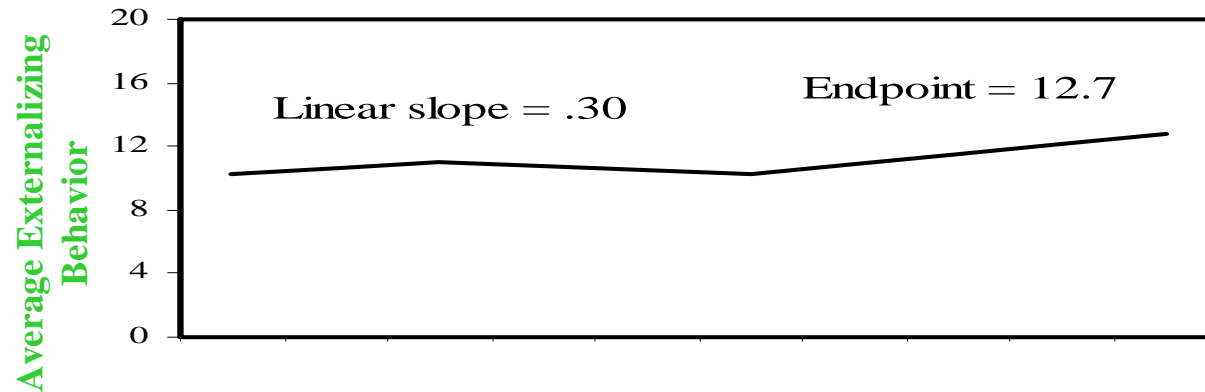
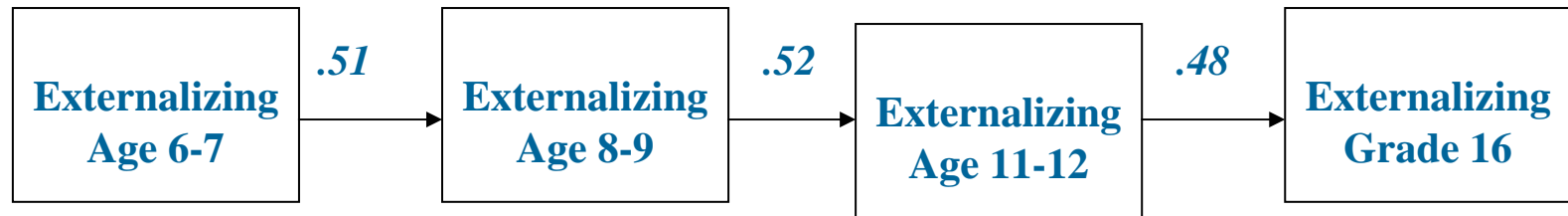


Longitudinal Study of Behavior Problems (Zimmer-Gembeck, Roberts, Aguilar, Englund, Yates & Egeland, 2003)

- 191 participants (41% female)
- Measure: Externalizing behavior (aggression, delinquency, oppositional behavior, conduct problems) raw scores of the Child Behavior Checklist: Teacher Report Form
 - Age 6-7, 8-9, 11-12 and Age 16
 - Externalizing behavior problems were fairly stable, on average, from age 6 to 16.



Moderate to high correlations between externalizing behavior scores measured at different ages



Is parenting associated with behavior problems?

- **2 Processes (Patterson, Reid, Oregon Model)**
 - **“Coercive Family Process”**
 - Coercion in close relationships (i.e., family)
 - Family interactions are often driven by negative behaviors.
 - Little focus on rewarding prosocial behavior
 - Harsh and punitive discipline, nagging, irritability
 - **“Deviancy Training Process”**



Evidence – What are the risk factors for child behavior problems?

- **Lipsey & Derzon (1999) metaanalysis of predictors of violence and serious delinquency (age 15-25)**
 - 66 studies based upon 34 longitudinal research programs



Lipsey & Derzon (1999)

- Males 18.6 times as likely as females to be violent or involved in serious delinquency
 - Risk factors measured between age 6 and 11:
 - Rank 1 predictors (>.3): General offenses, substance use
 - Rank 2 predictors (high .2s): Gender, SES, antisocial parents
 - Rank 3 predictors (low .2s): Aggression, ethnicity
 - Rank 4 predictors (.1s): Psychological condition, parent-child relations, social ties, school attitude/performance, medical / physical, IQ
 - Rank 5 predictors (<.1): Broken home, abusive parents, antisocial peers



Populations served

- **Age**
 - **Triple P:** Parents and their children age 0-12
 - **PCIT:** Parents and their children age 2-7
- **Presenting problems**
 - **Triple P and PCIT:** Conduct disorder, Attention problems, Hyperactivity problems, Oppositional defiant disorder,
 - **Triple P:** Parental depression, Marital conflict / discord
 - **PCIT:** Families at risk of or engaged in child maltreatment



Method of Intervention

- **Triple P**

- Multiple levels
- Individual or group, clinic and home visiting
- Modeling, Rehearsal, Feedback following practice, Between session practice tasks , Teaching video tapes, Parent workbook
 - Sanders, Markie-Dadds & Turner, 1998; Turner, Markie-Dadds & Sanders, 1998

- **PCIT**

- Clinic-based, individual
- Modeling, Role play, Didactic, teaching sessions, In-vivo coaching (“bug-in-the-ear” immediate feedback), Daily homework practice tasks, Generalisation to everyday situations and known “difficult” times (e.g., shopping)
 - Herschell, Caldaza, Eyberg & McNeil, 2002



Triple P: Skills Developed

- Child management
 - Monitoring problem behaviour
 - Brief, contingent attention for appropriate behaviour (e.g., descriptive praise; attention; incidental teaching; ask-say-do; behaviour charts.
 - Arranging engaging activities in high risk parenting situations
 - Establish ground rules
 - Directed discussion
 - Planned ignoring
 - Clear, calm instructions
 - Backing up instructions with logical consequences
 - Quiet time



PCIT: Skills Developed

- **Child management**
 - **Relationship Enhancement Phase Skills (core skills)**
 - Establishing ground rules
 - Skills for non-directive play (e.g., praise, reflection, description, imitation, enthusiasm)
 - Differential reinforcement (e.g., ignoring minor misbehaviour)
 - Positive communication
 - **2nd phase (additional skills)**
 - Giving effective, positive instructions
 - Consequences (for compliance and non-compliance)
 - Time-out



Evidence, Studies and Samples

- **Triple P**
 - 1 cohort, 2 published studies (2000+)
 - 2 cohorts, 2 published studies of an earlier version published in 1980s.
 - Australia
 - Sanders et al. (2000+)
 - 3 YEAR OLD CHILDREN ONLY
 - Usually self-referred, advertising
 - N = 224, 71 waitlist comparison
- **PCIT**
 - 4 cohorts, 9 studies
 - 1 cohort, 2 studies in Australia; Nixon et al. (2001+)
 - 3 cohorts, 7 studies in U.S.; Eyberg, McNeil et al. (1990s+)
 - CHILDREN AGE 2 to 7
 - Usually self-referred, advertising
 - N = 98, 49 waitlist comparison

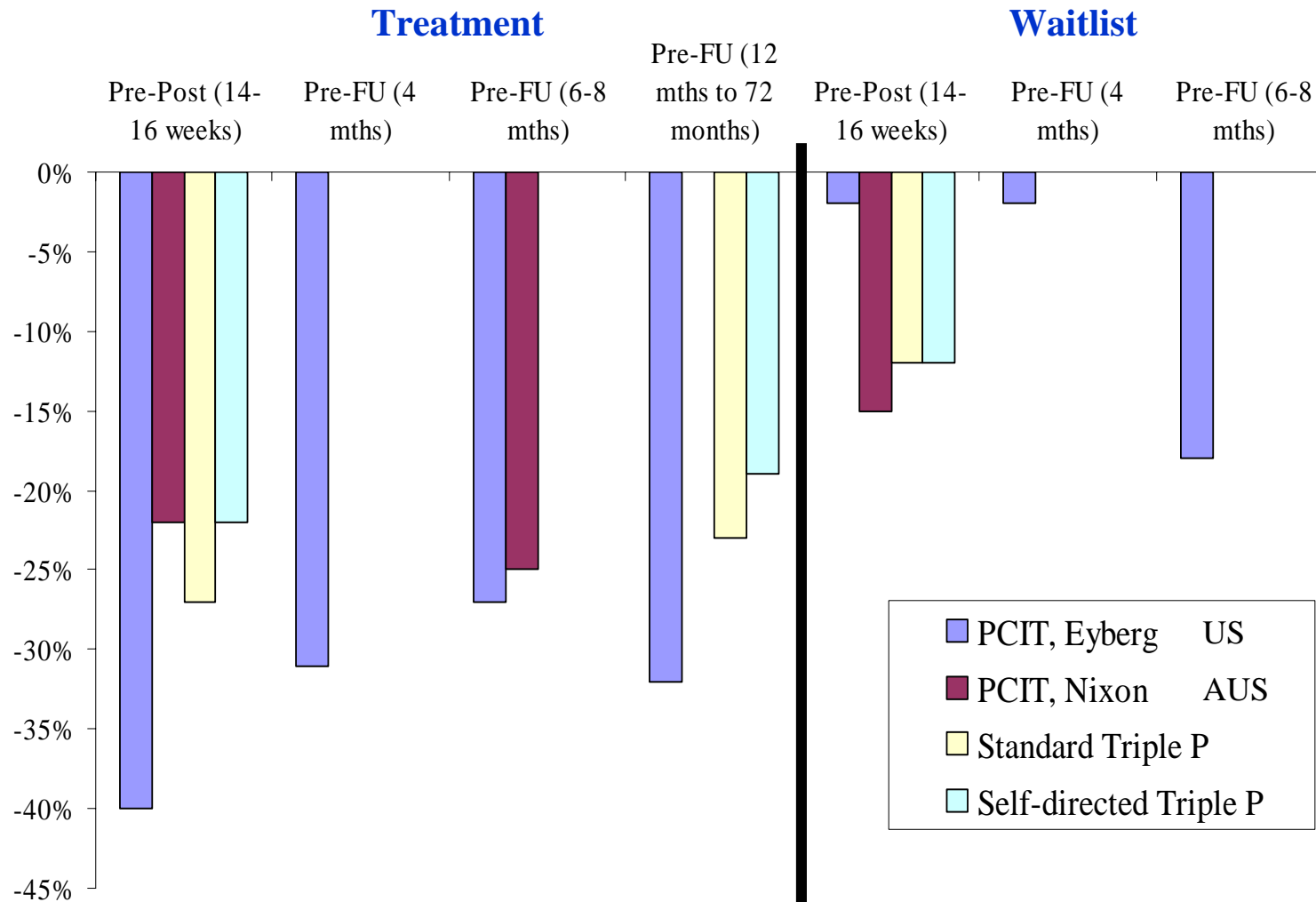


Measures used in Evaluations

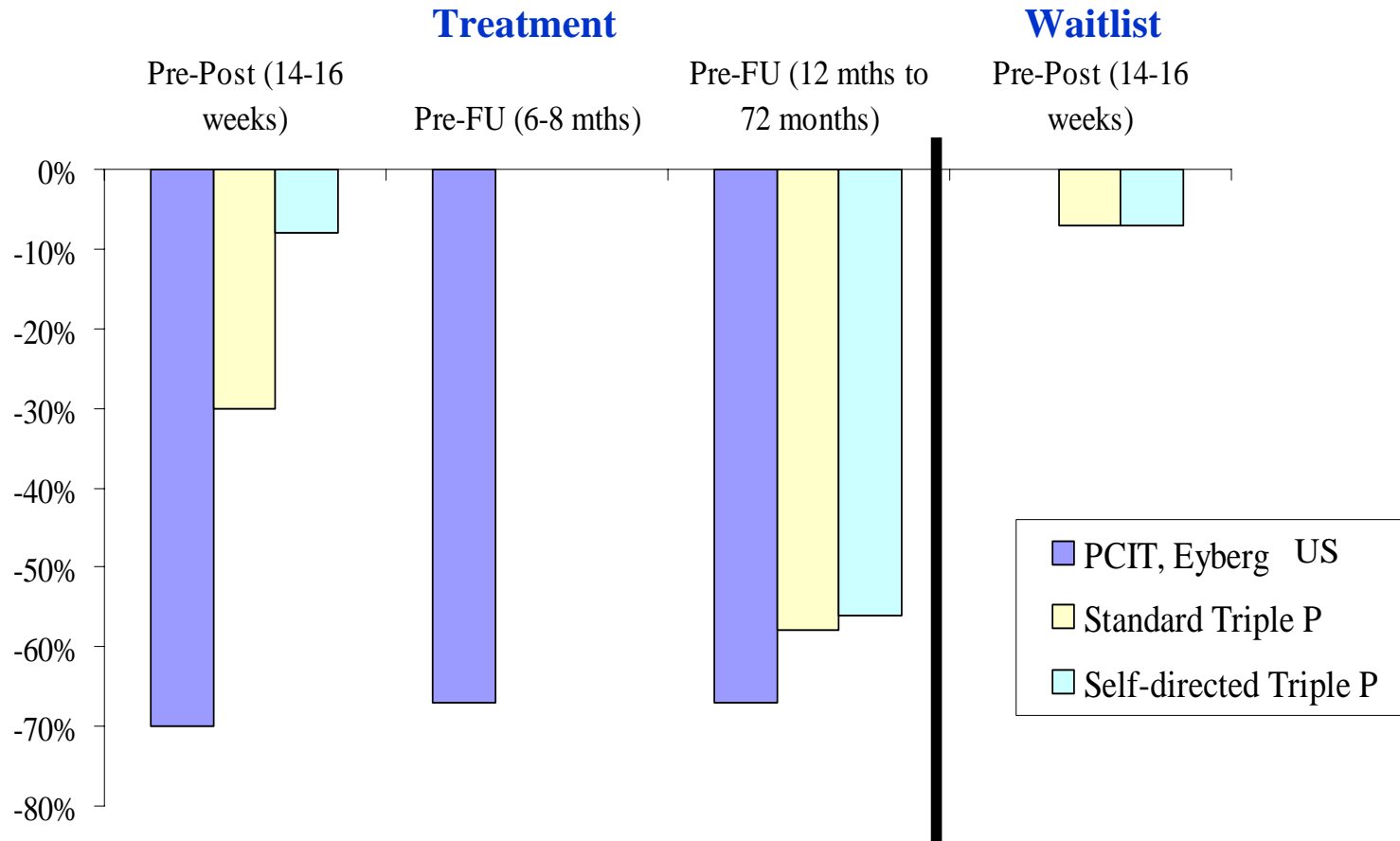
- **Children's Behaviors**
 - **Eyberg Child Behavior Inventory** Triple P and PCIT
 - **Observation of negative behavior** Triple P and PCIT
 - **Child Behavior Checklist** PCIT
 - **Daily reports of child conduct** Triple P
- **Maternal Adjustment, Behavior**
 - **Parenting competence** Triple P and PCIT
 - **Marital adjustment** Triple P and PCIT
 - **Depression** Triple P and PCIT
 - **Observation of negative behavior** Triple P and PCIT
 - **Parent problem checklist** Triple P
 - **Parenting stress – due to child and parents** PCIT
- **Classroom observations and teacher reports of behavior:** PCIT



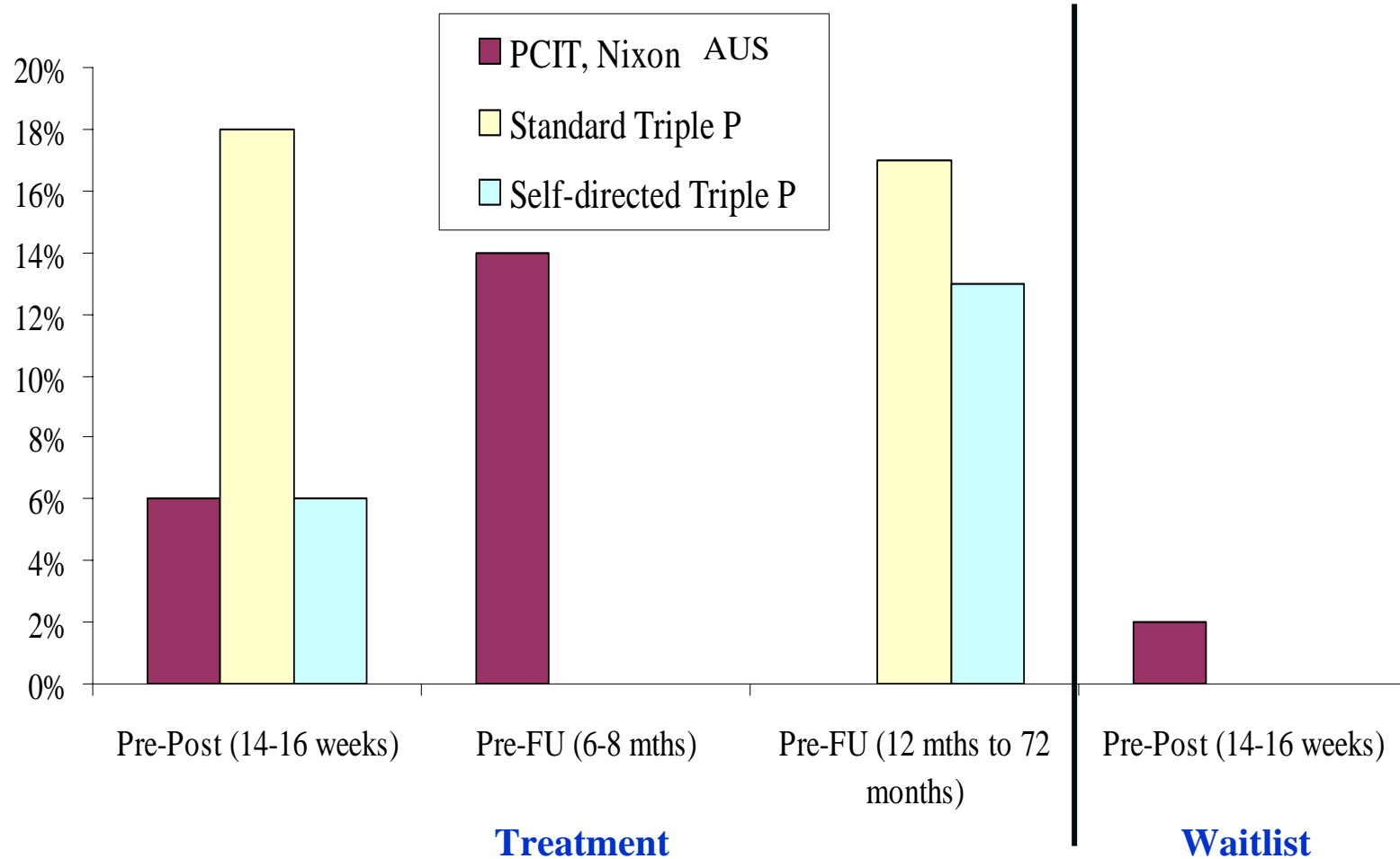
% DECLINE in Intensity of Child Problem Behavior (Female Caregiver Report, Eyberg Child Behavior Inventory)



% DECLINE in Child Deviance / Negative Behavior (Lab and Home Observations)



% INCREASE in Parenting Competence **(Female Caregiver Report)**



Triple P: Other Findings / Issues

- No changes in marital adjustment and depression even with Level 5
- Few observations completed, no changes in maternal behavior
- Low rates of maternal negative behavior at pre-testing.
- Few differences in ‘Intensive Triple P’ and ‘Standard Triple P.’ More limited effects of ‘Self-directed Triple P’ when compared to other forms of Triple P and waitlist comparison group.
- No classroom assessments completed.



PCIT: Other Findings / Issues

- Less effect on child behavior when measured with CBCL (not sig in Australian study).
- No change in behavior based on assessments completed by child.
- Less change in behavior of child (deviance, compliance), mother (affection) based on observations.
- Children had improved behavior (compliance, on task, appropriate) in the classroom based on observation and teacher reports. Treatment children were between “average” children and non-treated deviant children on post-tests.
- Few differences in ‘standard PCIT’ and ‘abbreviated PCIT’



Conclusions

- Triple P and PCIT both show some signs of efficacy for improving child behavior, especially from mothers' perspectives and with self-referred populations.
- Little information on Triple P other than with children age 3.
- Need additional “independent” evaluations of programs.
- Increasing use of programs with more challenging families.
 - Promising, but...
 - Need evidence of effectiveness.



- Reviewed
 - PCIT
 - Cohort 1 (4 studies)
 - Hood, K. K., & Eyberg, S. M. (2003) Outcomes of Parent-Child Interaction Therapy: Mothers' reports of maintenance three to six years after treatment, *Journal of Clinical Child and Adolescent Psychology*.
 - Schuhmann, E. M., Foote, R. C., Eyberg, S. M., Boggs, S. R., & Algina, J. (1998). Efficacy of Parent-Child Interaction Therapy: Interim report of a randomized trial with short-term maintenance, *Journal of Clinical Child Psychology*, 27, 34-45.
 - Eyberg, S. M., Funderburk, B. W., Hembree-Kigin, T. L., McNeil, C. B., Querido, J. G., & Hood, K. K. (2001). Parent-Child Interaction Therapy with behavior problem children: One and two year maintenance of treatment effects in the family, *Child & Family Behavior Therapy*, 23, 1-20.
 - Funderburk, B. W., Eyberg, S. M., Newcomb, K., McNeil, C. B., Hembree-Kigin, T., & Capage, L. (1998). Parent-Child Interaction Therapy with behavior problem children: Maintenance of treatment effects in the school setting, *Child & Family Behavior Therapy*, 20, 17-38.
 - Cohort 2 (2 studies)
 - Eisenstadt, T. H., Eyberg, S., McNeil, C. B., Newcomb, K., & Funderburk, B. (1993). Parent-Child Interaction Therapy with behavior problem children: Relative effectiveness of two stages and overall treatment outcome, *Journal of Clinical Child Psychology*, 22, 42-51.
 - McNeil, C. B., Eyberg, S., Eisenstadt, T. H., Newcomb, K., & Funderburk, B. (1991). Parent-Child Interaction Therapy with behavior problem children: Generalization of treatment effects to the school setting, *Journal of Clinical Child Psychology*, 20, 140-151.
 - Cohort 3 (2 studies)
 - Nixon, R. D. V. (2001). Changes in hyperactivity and temperament in behaviourally disturbed preschoolers after Parent-Child Interaction Therapy, *Behaviour Change*, 18, 168-176.
 - Nixon, R. D., Sweeney, L., Erickson, D. B. & Touyz, S. W. (2003). Parent-Child Interaction Therapy: A comparison of standard and abbreviated treatments for oppositional defiant preschoolers, *Journal of Consulting and Clinical Psychology*, 71, 251-260.
 - Cohort 4 (1 study)
 - McNeil, C. B., Capage, L. C., Bahl, A., & Blanc, H. (1999). Importance of early intervention for disruptive behavior problems: Comparison of treatment and waitlist-control groups, *Early Education & Development*, 10, 445-454.
 - Triple P
 - Cohort 1 (2 studies)
 - Sanders, M. R., Markie-Dadds, C., Tully, L. A., & Bor, W. (2000). The Triple P-Positive Parenting Program: A comparison of enhanced, standard, and self-directed behavioral family intervention for parents of children with early onset conduct problems. *Journal of Consulting and Clinical Psychology*, 68, 624-640.
 - Bor, W., Sanders, M. R., & Markie-Dadds, C. (2002). The effects of the Triple P-Positive Parenting Program on preschool children with co-occurring disruptive behavior and attentional/hyperactive difficulties. *Journal of Abnormal Child Psychology*, 30, 571-587.
 - Cohort 2 (1 study)
 - Dadds, M. R., Schwartz, S., & Sanders, M. R. (1987). Marital discord and treatment outcome in behavioral treatment of child conduct disorders. *Journal of Consulting and Clinical Psychology*, 55, 396-403.
 - Cohort 3 (1 study)
 - Sanders, M. R., & Christensen, A. P. (1985). A comparison of the effects of child management and planned activities training in five parenting environments. *Journal of Abnormal Child Psychology*, 13, 101-117.