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Efficacy of an educational intervention promoting positive parenting skills on parent attitudes and their relation with children

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Free Papers, Session 1

Interventions to support child development
Study aims

• Regulatory problems are common, and increases the risk of later behavioral problems. Early parenting practices play a significant role in the development of regulatory problems. Parent training programs have the potential to prevent and or improve behavioral/emotional problems in children.

• The purpose of the current study is to assess the effectiveness of a parent training program in preventing and or improving regulatory problems in young children.
  • Our secondary aim was to assess the effectiveness of parent training program on parenting practices
Material and Methods - Design

242 mother-infant dyads were assessed for eligibility at MUSM, pediatric outpatient clinics, Istanbul between June 2015 to April 2016. 22 did not meet the inclusion criteria.

220 were included to the study.

121 allocated to intervention.

121 completed the study.

Groups were evaluated 3 months later.

121 allocated to control.

99 completed the study.

18% drop out.
Materials and Methods

• Standard structured interviews
• Sociodemographic characteristics
• Regulatory problems
• Child-parent interactions: TV viewing, reading
• Parent attitudes: Parents Attitudes Scale (PAS) (scale with 62 items); democratic, authoritarian, overprotective, permissive
Material and Methods-Outcome variables

  - Feeding problem:
    - "Do you consider him/her as not feeding well and or eat poorly?" and at least one of them
    - Prolonged, stressful mealtimes (food refusal, tantrum)
  - Sleep problem:
    - "Do you consider your child’s sleep as a problem?" and
    - "Does he/she have trouble falling asleep or staying asleep?" and/or
    - "Does he/she wakes up at night and needs help to fall asleep again?" (wakes up >3 times/night)
  - Persistent crying/temper tantrum
    - "Does he/she cry or has a tantrum until he/she is exhausted?" and
    - "Is it difficult to soothe your child?"
    - "Does he cry for longer than 2 hours per day?"
    - "Does he/she hit, kick or bite children or you?"
Materials and Methods-Intervention

- Parent training, one to one/face to face basis, provided in a hospital setting, Motivational interviewing
- Power point presentation-Session duration 20 minutes/ Booklet, Pamphlet
- Topics covered:
  - Developmental characteristics of infants and toddlers
  - Addressing the relation between parenting practices and child behavioral problems
  - Expressing empathy, observation, listening
  - Enhancing responsive care
  - Promoting behavioral control in a developmentally appropriate manner, acceptance with warmth, praise, and encouragement of autonomy support by offering choices
  - Strengthening desired behaviors by positive reinforcement
  - Parents role modeling of desired behaviors
  - Ignoring the undesired behavior and redirecting in a desired behavior
  - Recommendations AGAINST harsh discipline
  - Encouraging physical activity through play
  - Reading out loud to promote early literacy, and talking to them
  - Recommendations against TV viewing
  - How to cope with stress by mindfulness and physical exercise
Results - Regulatory problems

- Feeding problem: 30%
- Sleep problem: 38.6%
- Persistent crying - Tantrums: 54.5%
# Results

<table>
<thead>
<tr>
<th>Regulatory Problems</th>
<th>Intervention n (%)</th>
<th>Control n (%)</th>
<th>Total n (%)</th>
<th>p</th>
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</thead>
<tbody>
<tr>
<td><strong>Feeding problem</strong></td>
<td></td>
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<tr>
<td>Baseline</td>
<td>33 (27.3)</td>
<td>33 (33.3)</td>
<td>66 (30)</td>
<td></td>
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<tr>
<td>At 3 months</td>
<td>17 (14)</td>
<td>28 (28.3)</td>
<td></td>
<td>0.009</td>
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<tr>
<td>Z: -3.26, p&lt;0.001</td>
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<tr>
<td><strong>Sleep problem</strong></td>
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<td></td>
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<tr>
<td>Baseline</td>
<td>43 (35.5)</td>
<td>42 (42.4)</td>
<td>85 (38.6)</td>
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</tr>
<tr>
<td>At 3 months</td>
<td>13 (10.7)</td>
<td>43 (43.4)</td>
<td></td>
<td>&gt;0.05</td>
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<tr>
<td>Z: -4.74, p&lt;0.001</td>
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<td></td>
<td>0.001</td>
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<tr>
<td><strong>Persistent crying/tantrums</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Baseline</td>
<td>64 (52.8)</td>
<td>56 (56.5)</td>
<td>120 (54.5)</td>
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<tr>
<td>At 3 months</td>
<td>42 (34.7)</td>
<td>50 (50.5)</td>
<td></td>
<td>&gt;0.05</td>
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<tr>
<td>p&lt;0.001</td>
<td></td>
<td></td>
<td></td>
<td>0.001</td>
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</tbody>
</table>
# Results

<table>
<thead>
<tr>
<th></th>
<th>Intervention n (%)</th>
<th>Control n (%)</th>
<th>Total n (%)</th>
<th>$\chi^2$</th>
<th>p</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Hitting behavior</strong></td>
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<tr>
<td>Baseline</td>
<td>62 (51.2)</td>
<td>46 (46.5)</td>
<td>108 (49.1)</td>
<td>0.497</td>
<td>0.481&lt;0.001</td>
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<tr>
<td>At 3 months</td>
<td>25 (20.7)</td>
<td>46 (46.5)</td>
<td>71 (39.4)</td>
<td>17.06</td>
<td>0.001</td>
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<tr>
<td></td>
<td>Z: -5.64, p&lt;0.001</td>
<td>p&gt;0.05</td>
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<tr>
<td><strong>TV viewing</strong></td>
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<tr>
<td>At baseline</td>
<td>82 (67.8)</td>
<td>71 (71.7)</td>
<td>153 (69.5)</td>
<td>0.401</td>
<td>0.5270.001</td>
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<tr>
<td>At 3 months</td>
<td>49 (40.5)</td>
<td>73 (73.7)</td>
<td>122 (54.7)</td>
<td>36.483</td>
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<td>Z: -4.814, p&lt;0.001</td>
<td>p&gt;0.05</td>
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<tr>
<td><strong>No reading out loud</strong></td>
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<tr>
<td>Baseline</td>
<td>95 (78.5)</td>
<td>82 (82.8)</td>
<td>177 (80.5)</td>
<td>0.645</td>
<td>0.422P&lt;0.001</td>
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<td>At 3 months</td>
<td>55 (45.5)</td>
<td>74 (74.7)</td>
<td>129 (59.4)</td>
<td>19.264</td>
<td>0.001</td>
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<td>Z: -2.13, p=0.033</td>
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<td><strong>Physical abuse</strong></td>
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<tr>
<td>Baseline</td>
<td>32 (26.4)</td>
<td>28 (28.3)</td>
<td>60 (27.3)</td>
<td>0.093</td>
<td>0.7610.001</td>
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<td>At 3 months</td>
<td>4 (3.3)</td>
<td>28 (28.3)</td>
<td>32 (15.7)</td>
<td>25.356</td>
<td>0.001</td>
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<td>Z: 0.001, p&gt;0.05</td>
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</table>
Results

- Hitting behavior was significantly higher among parents with authoritarian (p=0.019), and permissive parenting styles (p=0.041)
- Hitting behavior was significantly higher in infants who watch TV, ($X^2$: 14.27, p=0.001)
- Mothers who experienced physical abuse during their own childhood were 1.9 times more likely to use physical abuse on their children
- Democratic parenting scores increased, and permissive, authoritarian, overprotective parenting scores decreased significantly after the training
Strengths and limitations of the study

• Its prospective RCT design

• The parents may have overestimated their children’s normal capacity for behavioral regulation

• In trials of parenting programs, it is not possible to blind either the trainers or parents to the type of training

• Drop out rate was higher in the control group, although they did not differ in terms of sociodemographic factors from the remaining sample
Conclusion

• Infant regulatory problems, negative parenting and infant practices were decreased, and positive parenting practices were increased after the education

• Brief parental education delivered in one session can be incorporated as enhanced anticipatory guidance into the well child care