



School of Medicine

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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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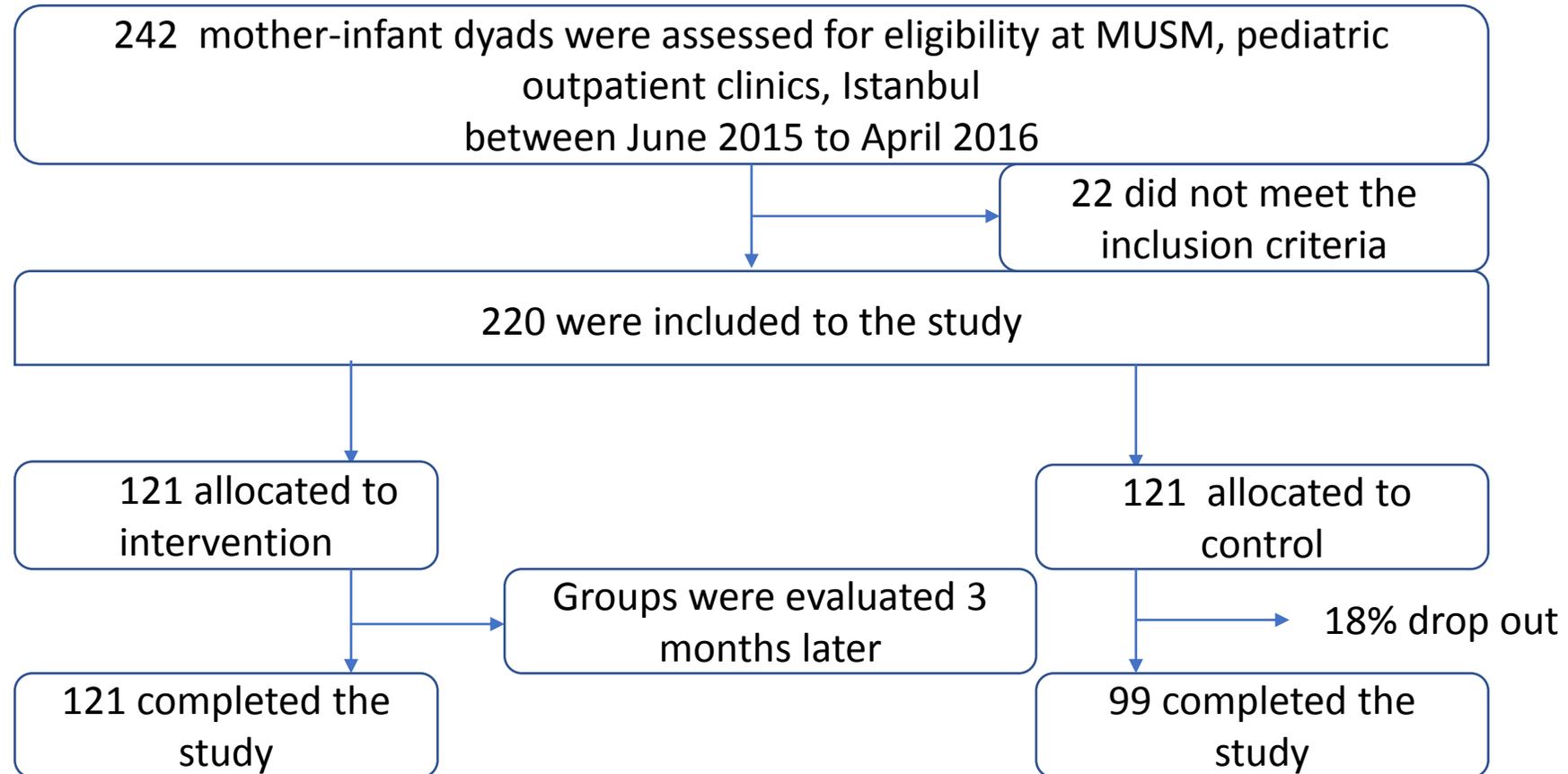
Free Papers, Session 1

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 program 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



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

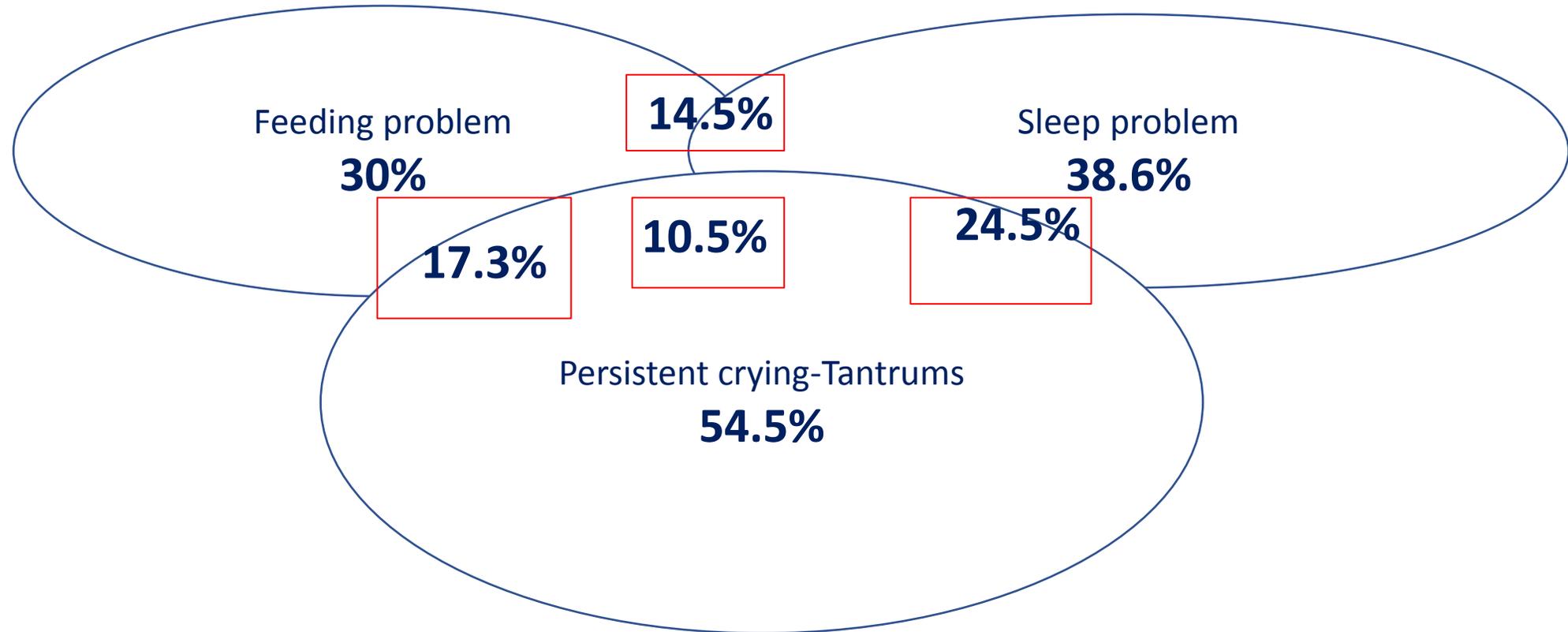
Material and Methods-Outcome variables

- Infant regulatory problems definition (Wolke D, et al. J Dev Behav Pediatr 2009; 30: 226-238, Sidor et al. Child Adoles Psychiatry Mental Health 2013, Bilgin A, Wolke D; Early Hum Dev 2017)
 - 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



Results

Regulatory Problems	Intervention n (%)	Control n (%)	Total n (%)	p
Feeding problem Baseline At 3 months	33 (27.3) 17 (14) Z: -3.26, p<0.001	33 (33.3) 28 (28.3) Z:-1.213 p>0.05	66 (30)	>0.05 0.009
Sleep problem Baseline At 3 months	43 (35.5) 13 (10.7) Z:-4.74 p<0.001	42 (42.4) 43 (43.4) Z: -0.22 p>0.05	85 (38.6)	>0.05 0.001
Persistent crying/tantrums Baseline At 3 months	64 (52.8) 42 (34.7) p<0.001	56 (56.5) 50 (50.5) p>0.05	120 (54.5)	>0.05 0.001

Results

	Intervention n (%)	Control n (%)	Total n (%)	χ^2	p
Hitting behavior					
Baseline	62 (51.2)	46 (46.5)	108 (49.1)	0.497	0.481
At 3 months	25 (20.7)	46 (46.5)		17.06	<0.001
	Z:-5.64, p<0.001	p>0.05			
TV viewing					
At baseline	82 (67.8)	71 (71.7)	153 (69.5)	0.401	0.527
At 3 months	49 (40.5)	73 (73.7)		36.483	0.001
	Z: -4.814, p<0.001	p>0.05			
No reading out loud					
Baseline	95 (78.5)	82 (82.8)	177 (80.5)	0.645	0.422
At 3 months	55 (45.5)	74 (74.7)		19.264	P<0.001
	Z: -5.54, p<0.001	Z: -2.13, p=0.033			
Physical abuse					
Baseline	32 (26.4)	28 (28.3)	60 (27.3)	0.093	0.761
At 3 months	4 (3.3)	28 (28.3)		25.356	0.001
	Z:-5.292, p<0.001	Z: 0.001, p>0.05			

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