



# 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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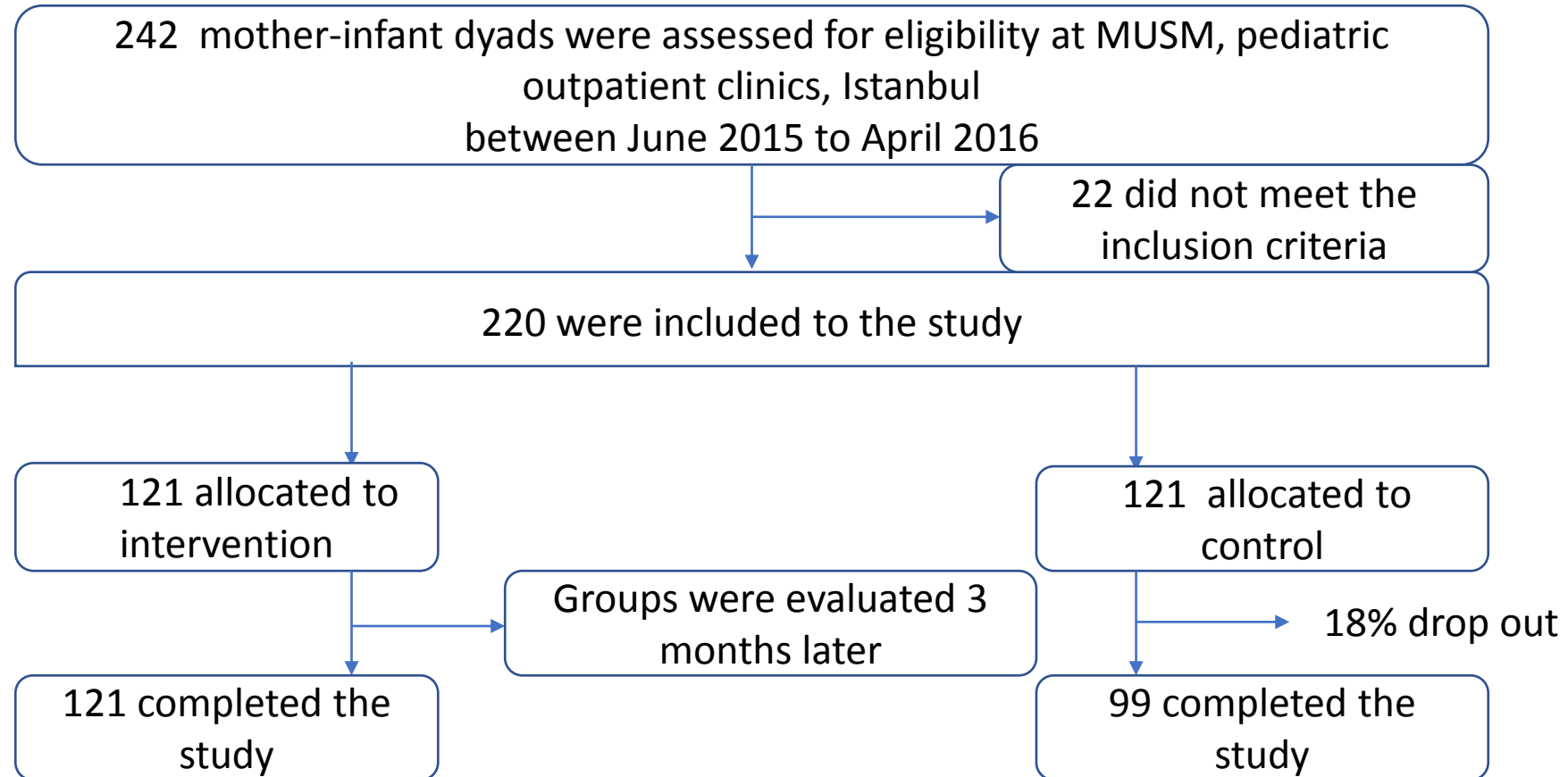
Free Papers, Session 1

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

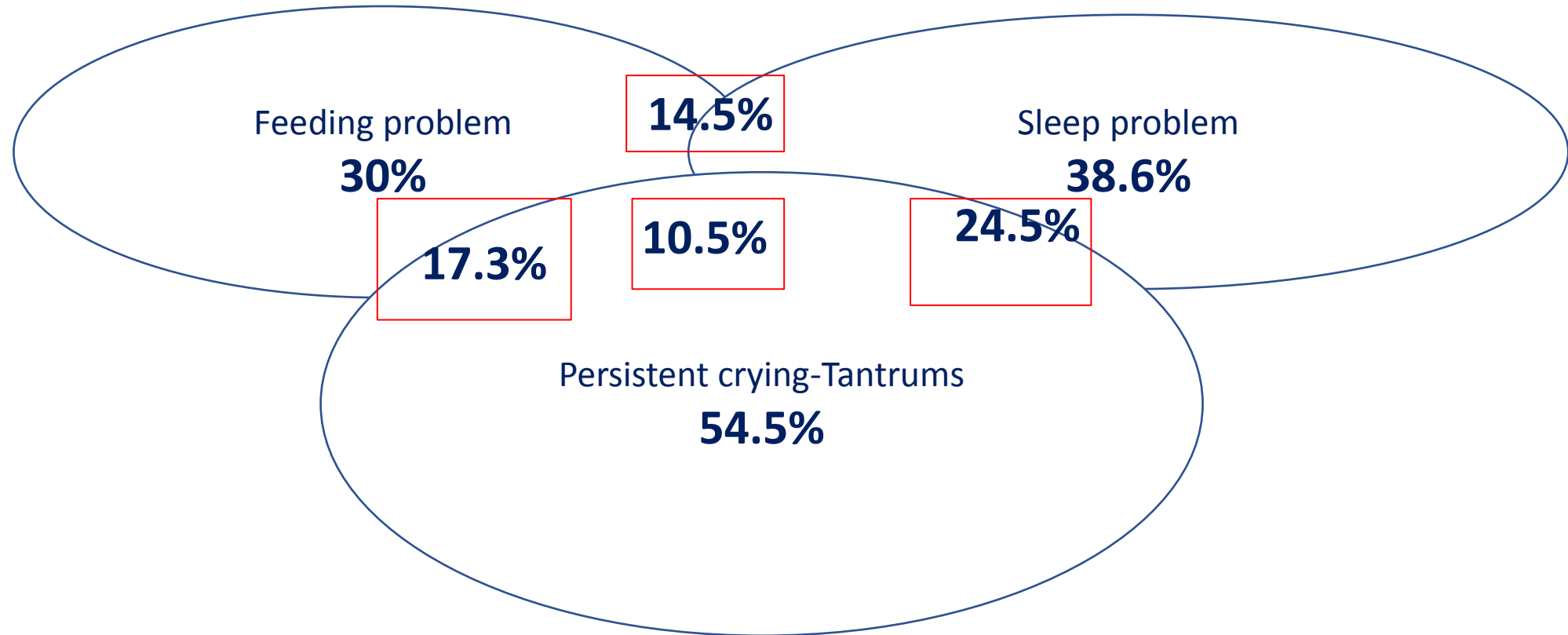
# Material and Methods-Outcome variables

- Infant regulatory problems definition (Wolke D, et al. J Dev Behav Pediatr 2009; 30: 226-238, Sidor et al. Child Adolesc 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, <b>p&lt;0.001</b>	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 <b>p&lt;0.001</b>	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) <b>p&lt;0.001</b>	56 (56.5) 50 (50.5) p>0.05	120 (54.5)	>0.05 0.001



# Results

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

# 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