Suggested Reference


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A Randomized Controlled Trial of Triple P Online for Parents of Hyperactive/ Inattentive Pre-schoolers

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Introduction

Parent-child relationships of preschoolers with hyperactivity/inattention are often negative and can cause parenting stress.

Early intervention may reduce poor outcomes, such as conduct problems and ADHD.

Evidence exists for the efficacy of therapist-led parenting interventions in reducing hyperactive preschool behavior.

No studies have examined online self-help parenting programs in this target group.

Online, self-help delivery has the added benefit of low costs, increased access to hard-to-reach parents, and elimination of barriers, such as childcare, transport, and stigma.

Hypotheses

In comparison to the waitlist control group, it was predicted that the intervention group would show a greater:

- Decline in hyperactive/inattentive child behavior
- Increase in child psychosocial functioning
- Decrease in dysfunctional parenting
- Decrease in parenting stress and depression
- Increase in parenting satisfaction, self-efficacy, and well-being

Intervention

- 8 weekly modules of 30 mins each
- Interactive exercises, video clips
- Self-regulatory focus
- 2 telephone consultations with Triple P practitioner

Measures

Screening measures

- Parent-reported hyperactive/inattentive child behavior on the Werry-Weiss-Peters Activity Rating Scale (WWPARS; Routh, 1978) (cut-off = 14)
- Parental account of Child Symptoms (PACS; Taylor et al., 1998) to assess impairing levels of hyperactivity/inattention (cut-off = 16)

Outcome measures

- Maternal and paternal ratings of hyperactivity/inattention on the Conners Early Childhood Behavior scale
- Teacher ratings of psychosocial behavior on the Strengths and Difficulties Questionnaire (SDQ) and the Child Behavior Scale (CBS)
- Maternal ratings on the Parenting Scale (PS)
- Parenting Styles and Dimensions Questionnaire (PSDQ)
- Parenting Sense of Competence scale (PSOC)
- Depression Anxiety Stress Scales (DASS-21)

Participants

- Total sample, N = 53 (38 boys, 15 girls)
- 80% middle to high SES

Results

Mother-reported child behavior

Significant intervention effects at Time 2:
- Hyperactivity/inattention
- Restlessness

Teacher-reported child behavior

Significant intervention effects at Time 2:
- Total problems (SDQ)
- Pro-social behavior (SDQ)

Parenting behavior and well being

Significant intervention effects at Time 2 and Time 3:
- Over-reactivity (PS)
- Depression (DASS-21)
- Stress (DASS-21)
- Parenting satisfaction (PSOC)
- Self-efficacy (PSOC)

Significant intervention effects at Time 3:
- Verbosity (PS)
- Laxness (PS)

Conclusions

Triple P Online appears to be effective in …

- Reducing hyperactive/inattentive child behavior and dysfunctional parenting
- Reducing feelings of stress and depression in mothers
- Improving parenting satisfaction and self-efficacy in mothers