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## Suggested Reference

Keown, L., Franke, N., & Sanders, M. R. (2014). Evaluation of an online parenting program: For parents of hyperactive/ inattentive preschool children. In *Annual Meeting of the Society for Prevention Research*. Washington DC, USA.

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# EVALUATION OF AN ONLINE PARENTING PROGRAM

FOR PARENTS OF HYPERACTIVE/  
INATTENTIVE PRESCHOOL CHILDREN

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# BACKGROUND

Parent-child relationships of pre-schoolers with hyperactivity/inattentiveness

- Parenting stress
- Negative parent-child interactions

Early intervention may reduce poor outcomes:

- Problematic relationships
- Development of conduct problems
- Exacerbation of ADHD symptoms

# BACKGROUND

- Evidence for the efficacy of therapist-led PT programmes in reducing ADHD symptoms in preschool children
- But costly to deliver & barriers to access
- Self-help delivery
  - Less expensive than face-to-face delivery
  - Potential to increase access to support for hard to reach parents
  - Eliminates barriers (e.g. scheduling issues, transport time and costs, child care, stigma)

# SELF-HELP PARENTING PROGRAMMES

## RELEVANT RESEARCH

### Triple P Online

AU – Sanders et al. (2012)

NZ – Sanders et al. (2013)

Child conduct problems & dysfunctional parenting ↓  
Parenting confidence ↑

### New Forest Parenting Programme (NFPP)

Targets ADHD behaviours

NFPP Manual: Daley & O'Brien (2013)

45% intervention children: ADHD symptoms ↓

# WHY AN ONLINE VARIANT?

- Tailoring:
  - Allows more tailored programme and feedback than self-help books
- Convenience:
  - Access anywhere, privacy of own home, mobile devices
- Internet is a widely used information source for parents
- Second only to TV as preferred method for receiving parenting information (Metzler et al., 2012)

# TRIPLE P ONLINE



- 8 modules of 30 mins each
- Mentor introduces and summarises modules
- Video clips of families in action
- Interactive exercises
- Personalised and printable workbook,
- Downloadable podcasts & worksheets
- Self-regulatory focus



# EXTRA SUPPORT

Two individual telephone consultations added for this study

- Provide support in using programme
  - given extra support needs of these parents





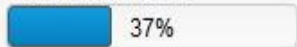


# Home

Nike



Program progress



Current module: 4



You have 173 day(s) left to complete the program.

Quick start  
Module 4: Planned ignoring

What is positive parenting?



Encouraging behaviour you like



Teaching new skills



Managing misbehaviour

Jump to current topic



Dealing with disobedience



Preventing problems by planning ahead



Making shopping fun



Raising confident capable kids





Module 1

Module 2

Module 3

Module 4





Module 5

Module 6

Module 7

Module 8

## Teaching new skills

 Check in Teaching new skills Skills for children to learn Set a good example Incidental teaching Ask-say-do Reward charts Get active

Do activity ▶

# AIM & HYPOTHESES

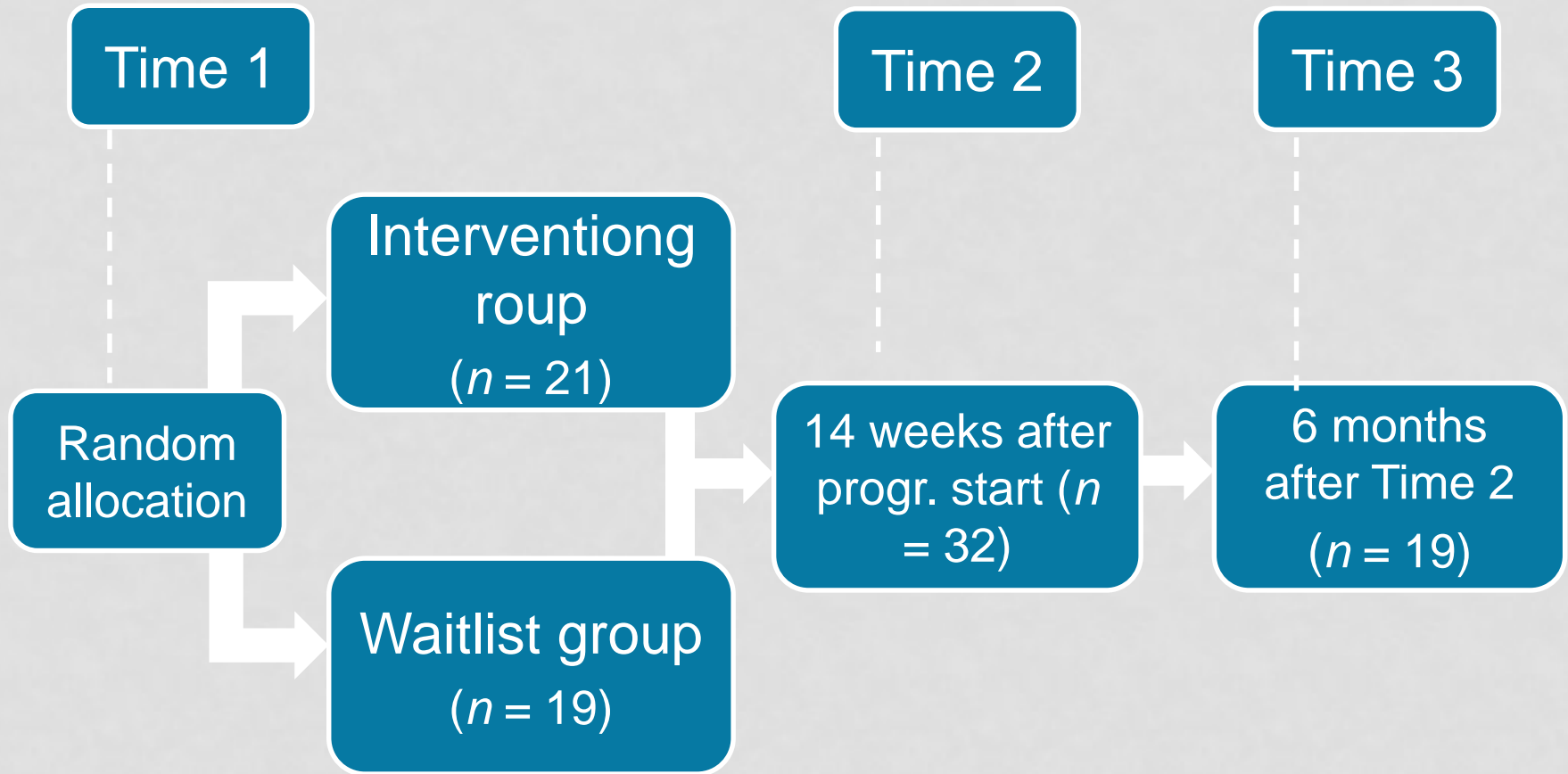
To examine the efficacy of TPOL for parents of preschool children with hyperactive/inattentive symptoms

## **Hypotheses**

Compared to a wait-list control, TPOL would be associated with greater improvements in:

- Hyperactive/ inattentive child behaviour
- Dysfunctional parenting
- Parental stress and depression
- Parenting satisfaction, self-efficacy, and well-being

# RANDOMIZED CONTROL TRIAL



## Inclusion criteria

Child aged 3 or 4 years

Elevated levels of inattention/ hyperactivity

Accessibility broadband internet

Willingness to complete programme

## Exclusion criteria

Developmental disorder child

Child receiving treatment for behaviour problems

Parent receiving treatment for psychological disorder

Inability to read English newspaper

# RECRUITMENT & SCREENING

Extensive recruitment across New Zealand

Two-stage screening interview (by phone)

Werry-Weiss-Peters Activity Scale  
(WWP; Routh, 1978)

**$M=26.33$  ( $SD=5.66$ ). Cut-off = 14**

Parental Account of Child Symptoms  
(PACS; Taylor et al., 1991)

**$M=22.08$  ( $SD=5.55$ ). Cut-off = 16**

**Meets symptom cut-off + impaired functioning**



# SAMPLE CHARACTERISTICS

## **Mean age:**

Mothers 35yrs; Fathers 39yrs; Children 48 months

## **Ethnicity:**

82% NZ European; 5% Maori; 10% other

## **Child gender:**

29 boys, 11 girls

## **Marital status:**

78% mothers married/ defacto

## **Maternal education:**

58% mothers had post-high school education

# SAMPLE CHARACTERISTICS

Adult ADHD (ASRS; Adler et al., 2006):

Scores for 5 mothers and 6 fathers in clinical range

Problems with child executive functioning (BRIEF-P):

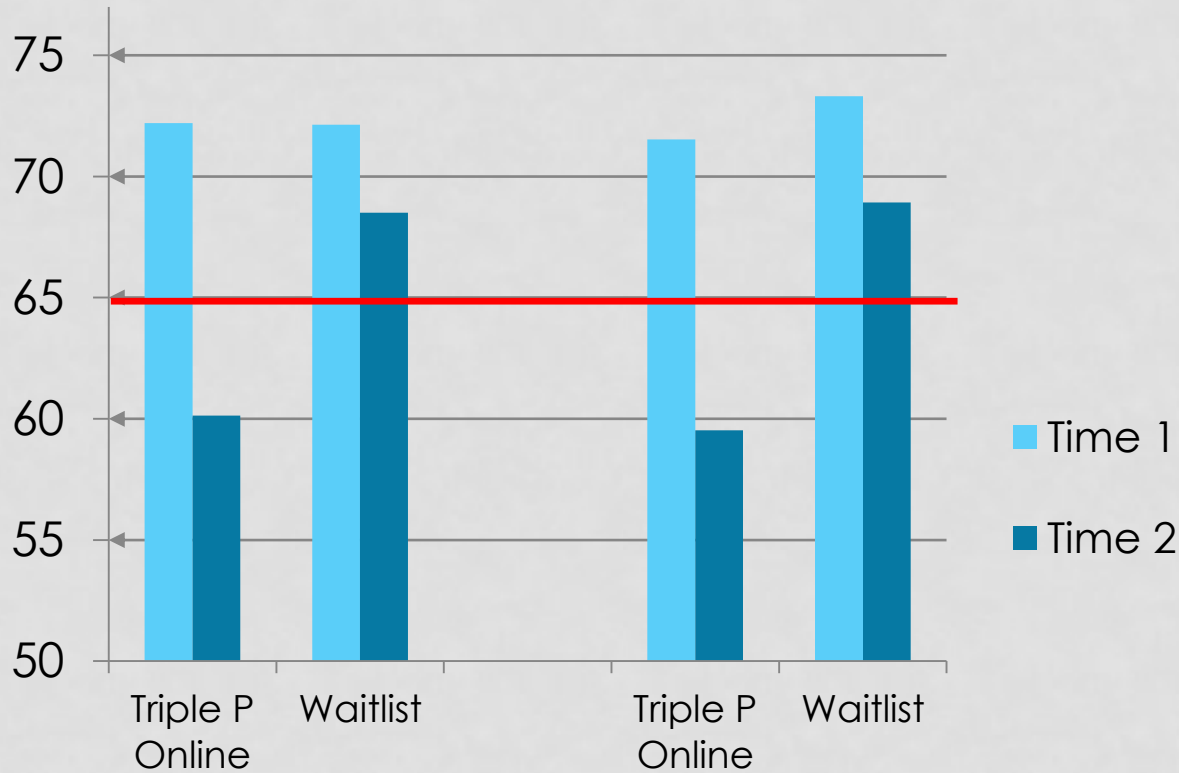
**%  $\geq$ 90<sup>th</sup> percentile**

- Summary score (68%)
- Inhibition (66%)
- Shift (27%)
- Emotional Control (55%)
- Working Memory (55 %)
- Plan/Organize (55%)



# PRELIMINARY OUTCOMES T2: CHILD MEASURES ( $n = 32$ )

## Conners Early Childhood Behavior scale



↓ Teacher rated child peer problems  
( $d = .70; p < .05$ )

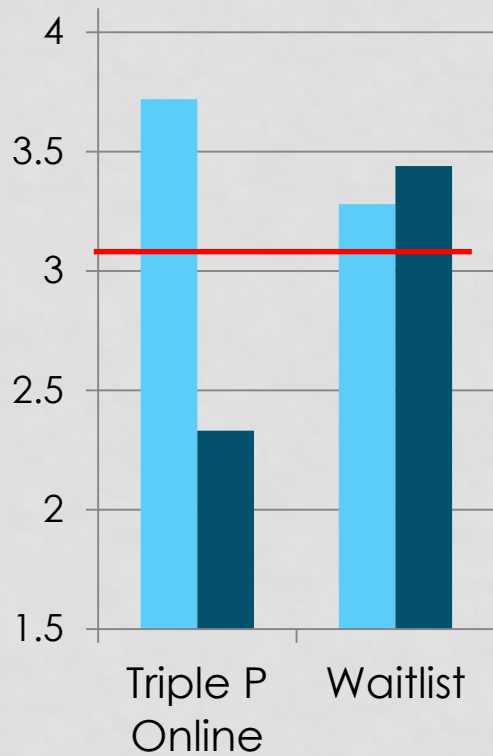
↓ Teacher rated child total problems  
( $d = .35; p < .05$ )

**m-rated hyp/inatt**  
 $d = .73; p < .01$

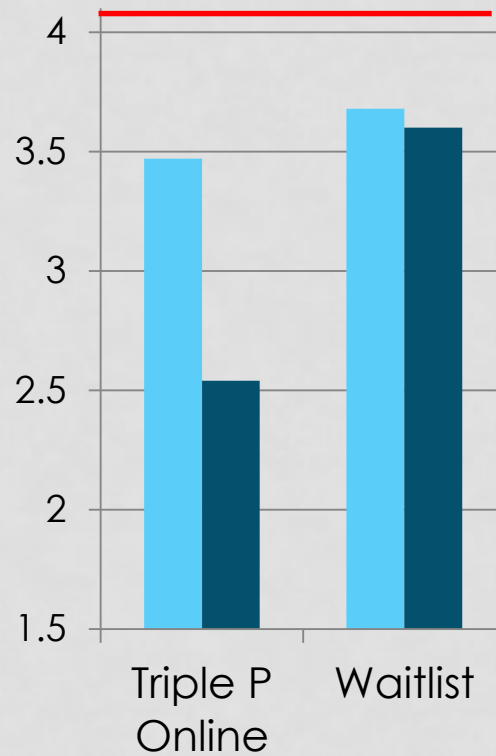
**m-rated restl/imp**  
 $d = .83; p < .01$

# PRELIMINARY OUTCOMES T2: PARENTING MEASURES ( $n = 32$ )

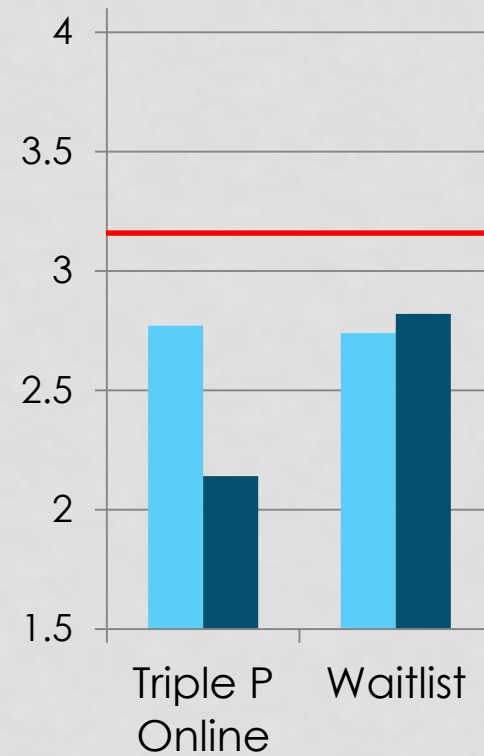
## Parenting Scale



**Over-reactivity**  
 $d=1.81; p<.001$



**Verbosity**  
 $d=1.16; p<.01$



**Laxness**  
 $d=.92 ; p<.01$

■ Time 1  
■ Time 2

## PARENTING MEASURES T2 - CONT'D

Variable (scale range)	T1 WL M (SD)	T1 Int M (SD)	T2 WL M (SD)	T2 Int M (SD)	Cohen's d
Authoritative parenting* (0 - 4)	59.75 (9.57)	<b>57.81</b> (9.09)	57.88 (6.78)	<b>62.06</b> (9.17)	.51
Parenting satisfaction** (1 - 7)	3.15 (1.08)	<b>2.94</b> (0.82)	3.12 (0.87)	<b>3.98</b> (0.80)	1.03
Parental self-efficacy*** (1 - 7)	3.56 (0.64)	<b>3.13</b> (0.69)	3.67 (0.67)	<b>4.33</b> (0.74)	.93

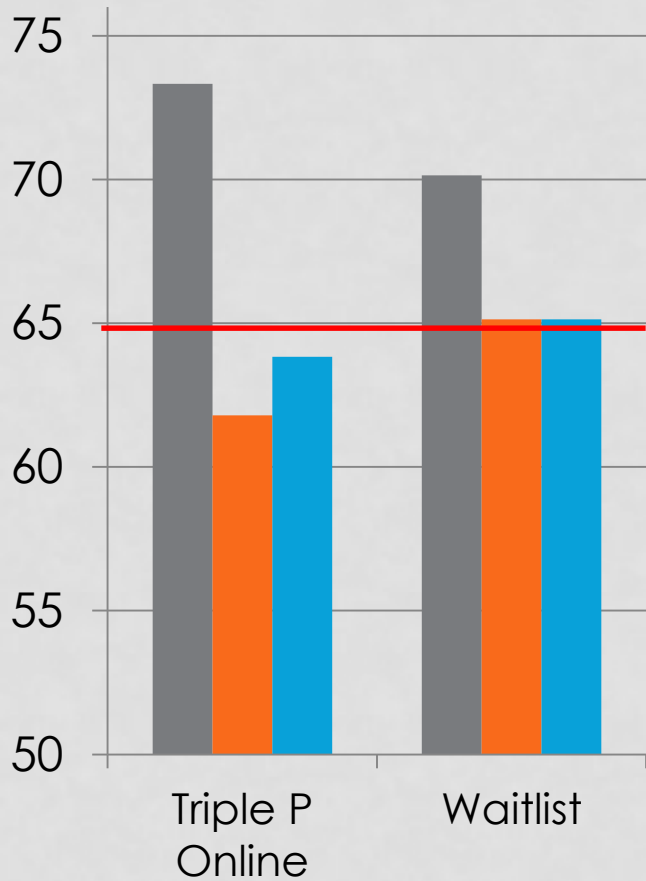
\* $p < .05$  \*\* $p < .01$  \*\*\* $p = .001$

## PARENTING MEASURES T2 - CONT'D

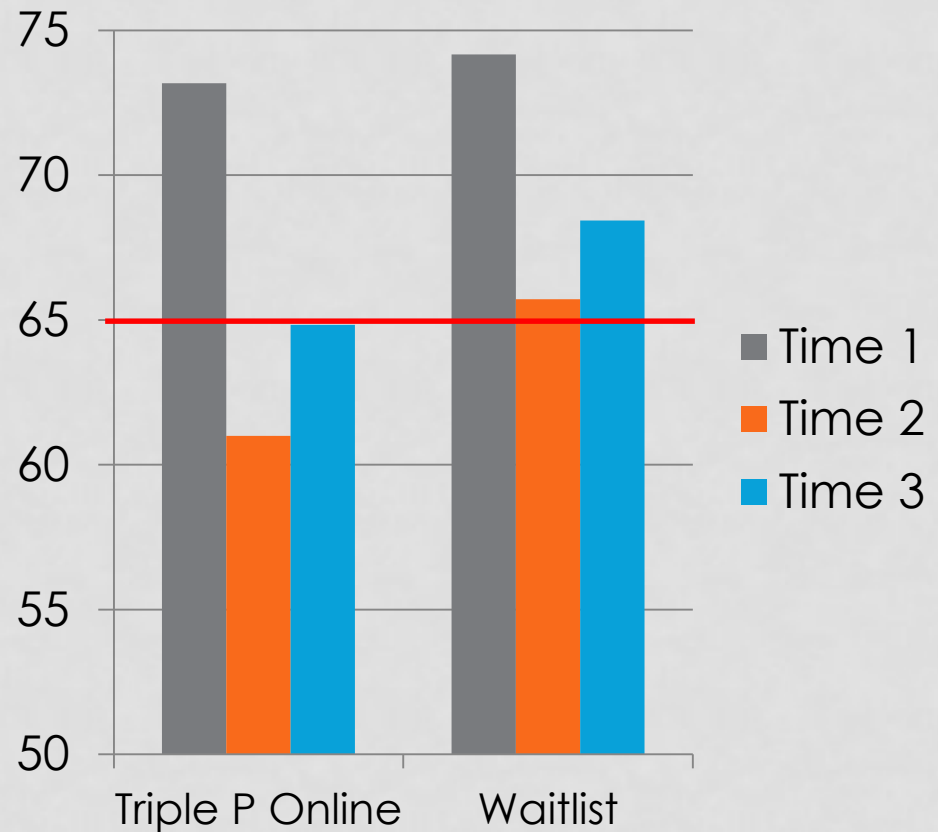
Variable (scale range)	T1 WL M (SD)	T1 Int M (SD)	T2 WL M (SD)	T2 Int M (SD)	Cohen's <i>d</i>
Parental depression** (0 - 3)	7.25 (8.42)	<b>7.50</b> (6.09)	8.25 (8.51)	<b>2.25</b> (2.72)	.95
Parental stress** (0 - 3)	13.88 (10.37)	<b>18.00</b> (9.61)	14.50 (8.41)	<b>9.12</b> (8.94)	.62

\*\* $p < .01$

# PRELIMINARY OUTCOMES T3: CHILD MEASURES ( $n = 19$ )



**M-rated hyp/inatt**



**M-rated restl/imp**

# PRELIMINARY OUTCOMES T3: PARENTING MEASURES ( $n = 19$ )

Intervention effects maintained at T3:

- Parenting satisfaction ( $d = .87$ ;  $p < .05$ )
- Parental depression ( $d = .85$ ;  $p < .05$ )
- Parental stress ( $d = .72$ ;  $p < .05$ )

In addition:

- The intervention group remained below the clinical cut-off on over-reactive parenting

# QUOTES FROM PARENTS

“I liked that it was an online programme that you could do when it was suitable for you”

“The way that it's designed it's good cause you could log in when it was a good time for you”

“What I liked about it was the video parts where they were kind of talking to me and showing me other parents in activities with their children”

# QUOTES FROM PARENTS

“I wish I did it sooner, but, I guess I was a bit in denial that it was all to do with me..... I had one of those kids that you see in the supermarket with their parents not controlling them”

“I think it’s making me nicer and happier in general, because I am noticing the good things in life more. And I’m finding that it’s feeding into other areas ... like I’m noticing the pretty things when I’m walking.”



# SUMMARY

## **Preliminary conclusion:**

TPOL effective in reducing hyperactive/inattentive child behaviour, parenting stress, dysfunctional parenting, and increasing parenting satisfaction

## **Next steps:**

Further recruitment

Collect Time 3 data

Follow-up interviews

# ACKNOWLEDGEMENTS

Participating families

Parenting Research group

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