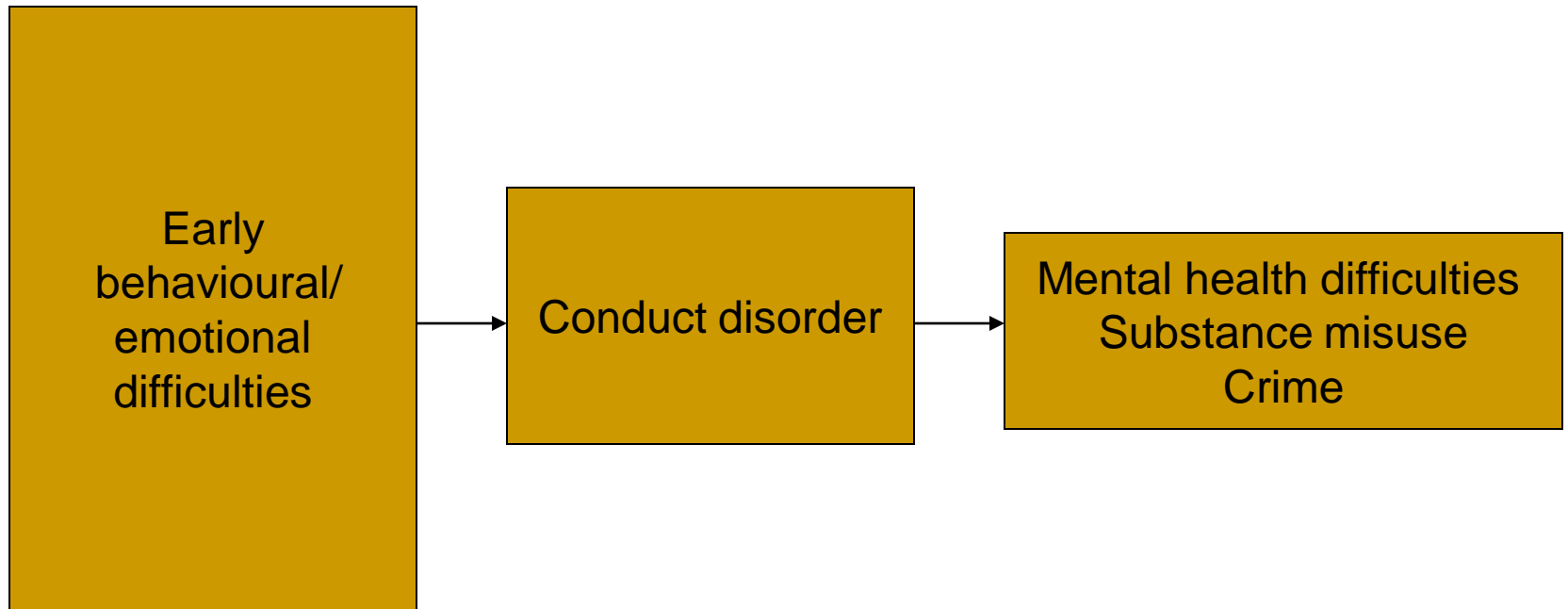


Evidence of effectiveness of family skills training programmes

Dr Rachel Calam
University of Manchester, UK
March 2011





Risk factors

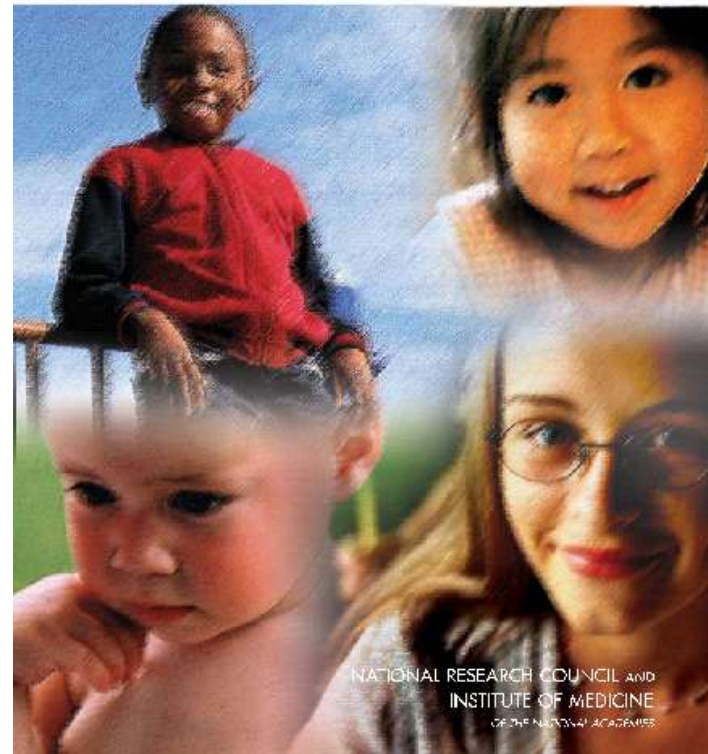
Protective factors

Institute of Medicine 2009

- Comorbidity
- We can modify risk and protective factors
- Recommend prevention and early intervention measures
- “What will be good for the child 5, 10 or more years from now?”

Preventing Mental, Emotional,
and Behavioral Disorders
Among Young People

Progress and Possibilities



Family skills training; types of programmes

- Home visiting
- Parenting programmes
- Combined parent-school programmes
- Multi-level interventions

(Institute of Medicine 2009)

Family skills training

Programmes across the age span from pregnancy to adolescence

- Build positive interaction
 - Foster skills in showing positive attention for desirable behaviours
 - Monitoring, limit setting, clear boundaries
 - Reduce coercive and potentially harmful parenting practices
 - Increase effective disciplinary strategies
-

Family skills programmes contribute to many positive outcomes:

Reduced

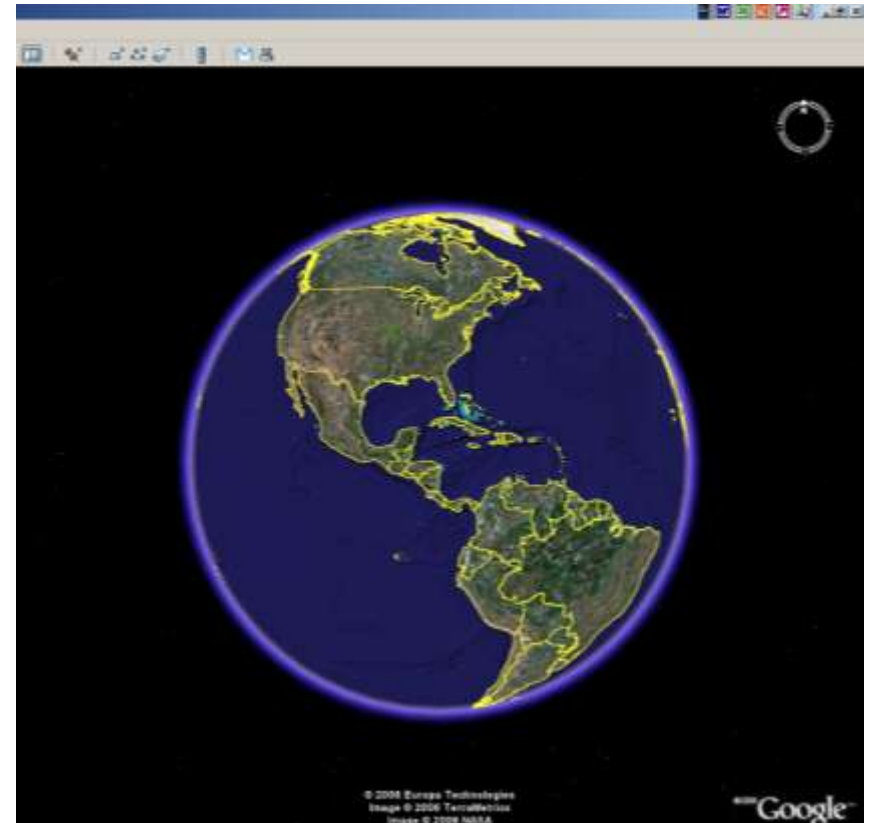
- Aggressive, disruptive and antisocial behaviour
- Maltreatment, harsh parenting
- Conduct disorder
- Involvement with deviant peers
- Illicit drug use
- Alcohol use
- (IoM 2009)

Improved

- Pregnancy outcomes
- Maternal caregiving
- Parent-child interaction
- Co-operative and prosocial child behaviour
- School attendance, attainment, graduation
- Employment

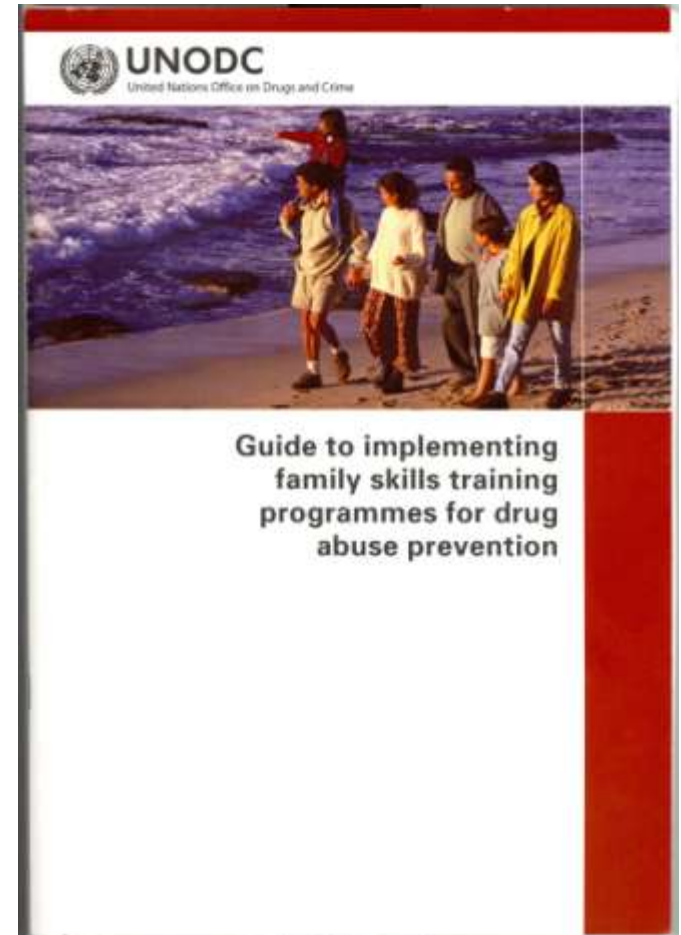
To implement prevention strategies worldwide, we need interventions that:

- Can be used again and again
- Can be shared widely
- Can reach people even if local systems cannot provide them (Munoz, 2009)



Increasing accessibility worldwide

- Evidence base
- Cost
- Cultural suitability & competence
- Parent preferences
- Accessibility
- Literacy
- Workforce availability and skills



UNODC

- Compilation of evidence based family skills training programmes & studies reporting on the research background
 - http://www.unodc.org/docs/youthnet/Compilation/10-50018_Ebook.pdf
-

Widening accessibility

- ❑ Media
- ❑ Online
- ❑ Large group delivery
- ❑ Brief interventions
- ❑ Social networking
- ❑ Mobile phones



Media-based intervention: examples

- Smoking cessation (Munoz et al 2006)
- AIDS/HIV “Shuga” screened in Kenya, UNICEF, 2010



Driving Mum and Dad Mad: UK Reality Series on Parenting

- Series showed families undertaking group Triple P
- Highs and lows as parents learned positive parenting strategies



The Great Parenting Experiment



Great Parenting Experiment

525 parents randomised to simply view Driving Mum and Dad Mad on TV or enhanced condition with additional workbook & online resources

- Significant improvement in parenting
- Significant reductions in:
 - Child behavior problems
 - Parental anger, depression and stress

Online

This screenshot shows the main content area of the Triple P online course. The page title is "What is positive parenting?". On the left, there is a 3D avatar of a woman in a red shirt. The main text area contains an "Introduction" section with the heading "In this module" and "What is positive parenting?". Below this, there is a bulleted list of key concepts: "A safe, interesting environment", "A positive learning environment", "Assertive discipline", "Realistic expectations", and "Taking care of yourself". There are also sections for "Common parent traps" and "Get action". On the right side, there is a navigation menu with a "My course" button and a list of course topics. At the bottom right, there are buttons for "My resources" and "My workbook".

This screenshot shows a different view of the Triple P online course interface, focusing on a video player. The page title is "What is positive parenting?". The video player shows a woman and two children in a grocery store. Below the video player, there are buttons for "My resources" and "My workbook". The navigation menu on the right is also visible.



La antena que nos permite tener conexión a internet en forma satelital



Grupo de alumnos haciendo uso de internet



Primary Care Triple P Parent Discussion Groups



Research & Development Cycle

1. Theory building to inform intervention design

2. Program development

3. Program design

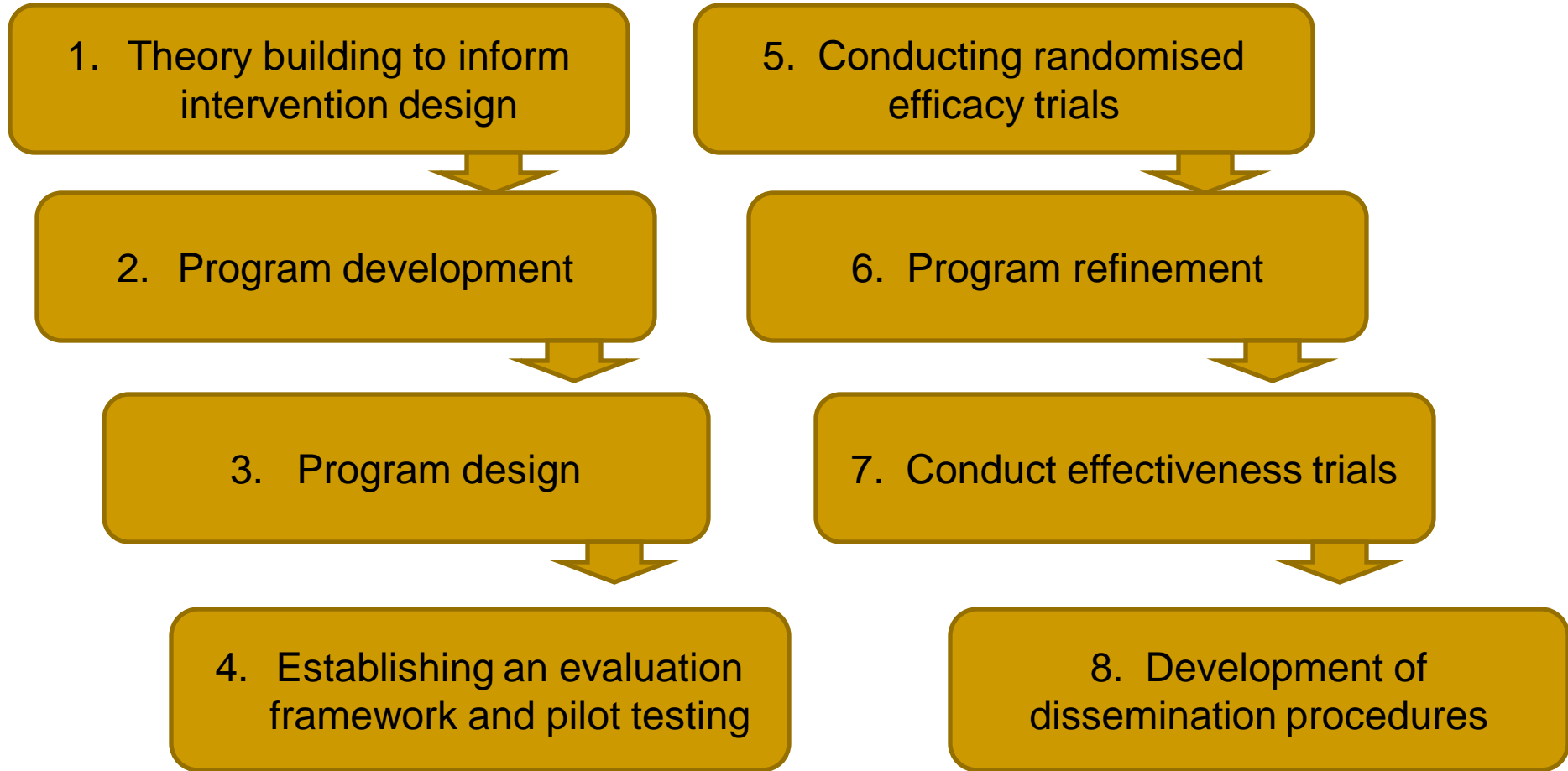
4. Establishing an evaluation framework and pilot testing

5. Conducting randomised efficacy trials

6. Program refinement

7. Conduct effectiveness trials

8. Development of dissemination procedures



Helping Families in Low and Middle Income Countries: Triple P in Panama



Anilena Mejia and Dr Rachel Calam

Parenting and Family Research Group, The University of Manchester

Triple P in Panama

- Phase 1 -
Parent
acceptability

- Phase 3 -
Validation
of measures



- Phase 2 -
Practitioner
acceptability

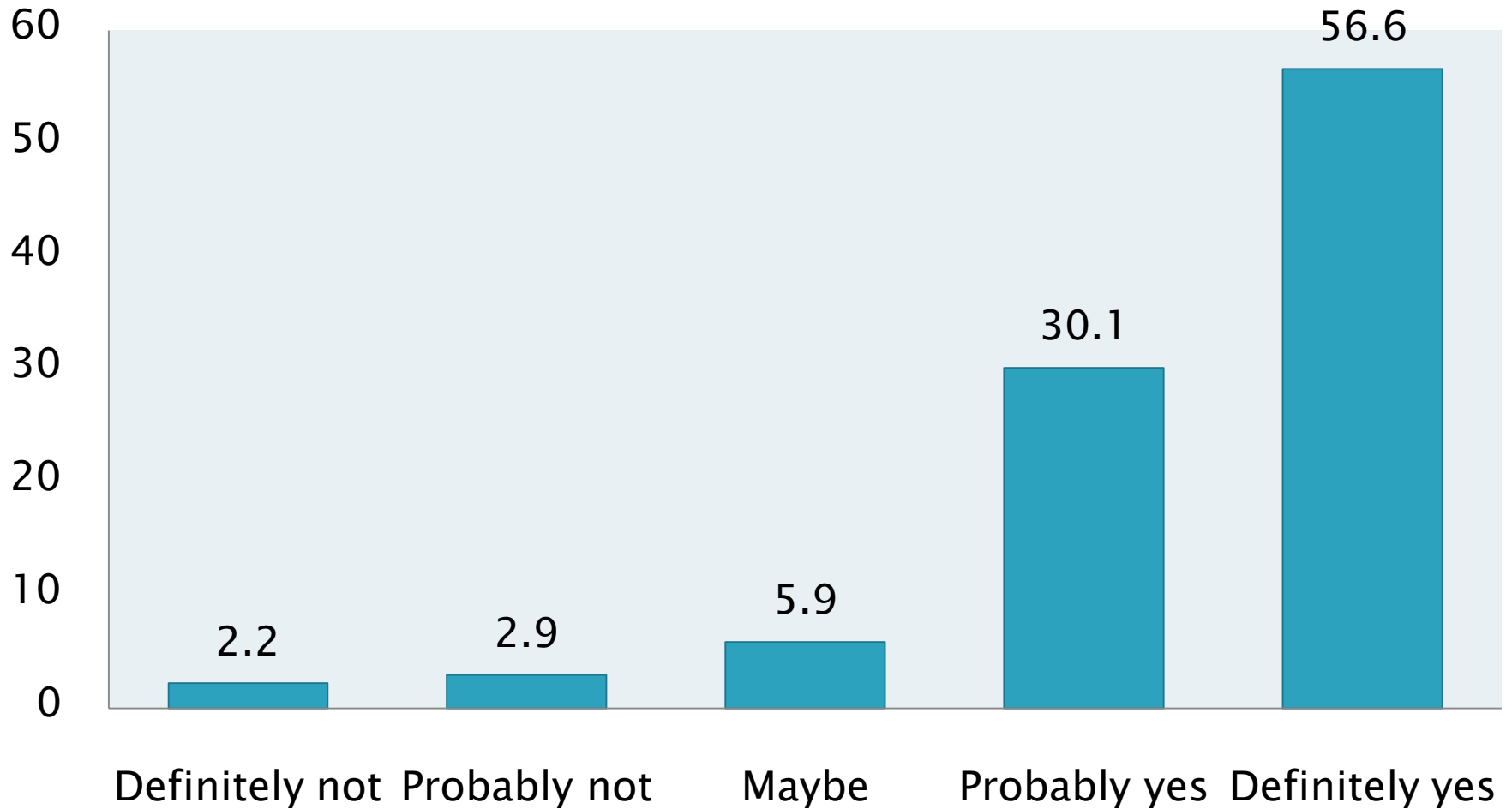
- Phase 4 -
Trial of
Triple P
Seminars

Phase 1: Acceptability (Mejia et al, submitted)

136 parents		M	SD
Utility	(max 15)	13.23	1.85
Interest	(max 10)	9.10	1.13
Relevance	(max 20)	16.31	2.33



Intention to Participate



There is extensive evidence that family skills programmes are valuable in prevention:

Now we need to know how to reach as many families as possible worldwide

- Test programmes in different countries
- Test alternative formats
- Maximise cultural adaptability
- Evaluate likely savings due to prevention





Thank you

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<http://www.psych-sci.manchester.ac.uk/pfgr/>