

Beyond the disciplining parent: building parental acceptance

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Introduction

Cognitive-behavioral parent programs address parent patterns associated with poor parenting and childhood dysfunctional behavior (Sanders, Markie-Dadds, Tully, & Bor, 2000).

•Is treatment of choice for child externalizing disorders in (see NICE, 2006), since their effectiveness has been documented (Kazdin, 2000; Nock, 2003; Webster-Stratton, 2002; Sanders, Markie-Dadds, Tully, & Bor, 2000).

The problem

•some families fail to derive any benefit from parent training programs - up to 50% of children do not respond (Kazdin, 1993; Webster-Stratton, 1990).

- parents of children with CD and ODD are showing poor ability to regulate anger and depression (Patterson & Capaldi, 1991), which has negative influence on the course of externalizing disorders (Barry, Dunlap, Cotten, Lochman, & Wells, 2009), and moderate treatment outcomes in children presenting CD and ODD (Webster-Stratton & Hammond, 1990).

Objectives

This study aims to develop an enhanced cognitive-behavioral parent program (Enhanced) by the additional focus on parental emotion-regulation in parents, as reappraisal and acceptance (Gavita et al. 2012; Gavita, David, & Joyce, 2011). We are aiming to test the efficacy of the Enhanced parent program in the treatment of child externalizing disorders compared to a standard cognitive-behavioral parent program (Standard) and wait-list (WL).

Methods

Participants

130 parents and their children presenting externalizing disorders (according to the ASEBA system for evaluation) were included in the study.

Measures

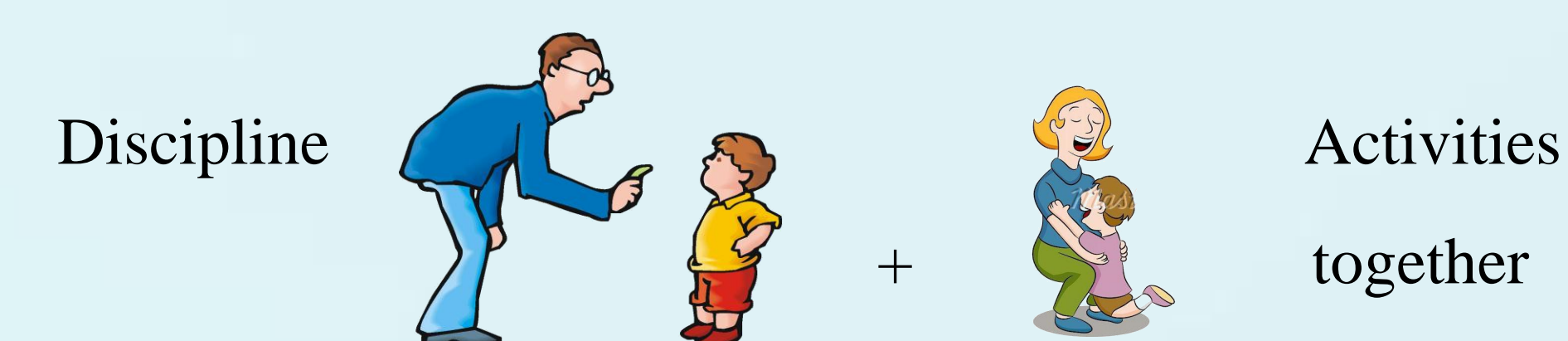
The Child Behavior Checklist and Caregiver-Teacher Report Form/ Teacher Report Form (ASEBA, Achenbach System of Empirically Based Assessment; Achenbach & Rescorla, 2000; 2001) were used for measuring children externalizing syndromes – primary outcome of the study.

Procedure

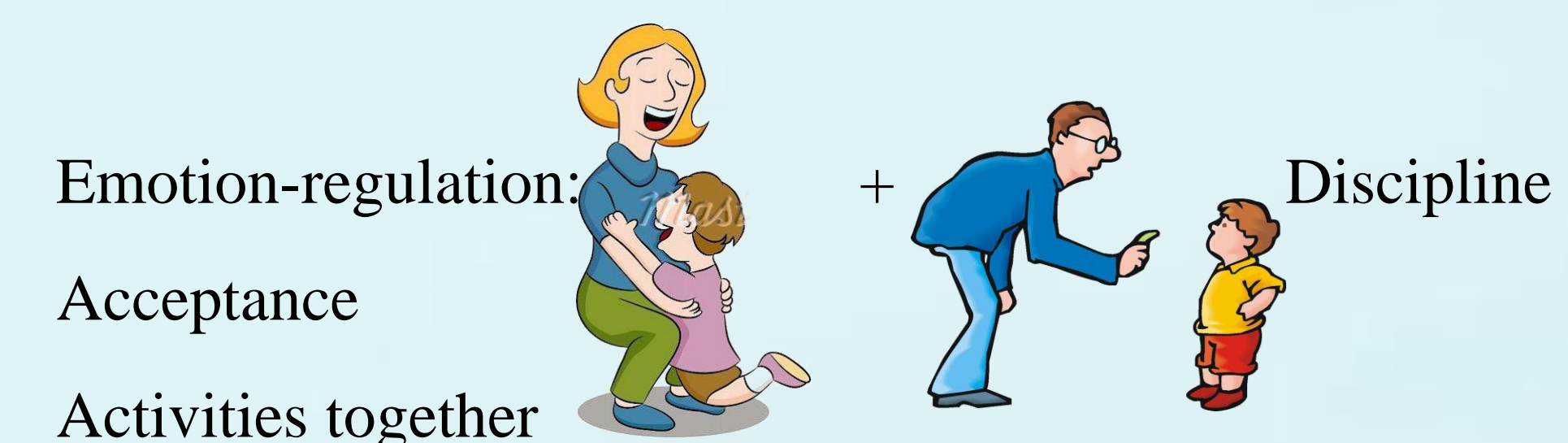
Parents allocated to the Enhanced and Standard programs attended 90 minutes sessions (1 per week during 10 weeks) with two leaders, on a group basis.

The Parent Programs

The Standard Cognitive-Behavioral Parent Program



The Enhanced Cognitive-Behavioral Parent Program



Results

Table 1 Means and standard deviations for the demographic variables

Variables	Standard (N=47)	Enhanced (N=45)	Wait-List (N=38)
Child			
Gender			
Male	23	22	18
Female	24	23	20
Age	5.68 (±1.64)	6.67(±2.23)	6.29(±2.15)
Parent			
Gender			
Male	4	10	6
Female	43	35	32
Age	34.74(±4.06)	36.38(±4.51)	35.34(±4.21)
Marital status			
Married	43	37	31
Unmarried	4	8	7
Education (years)	12.80	12.97	12.10
Working status			
Employed	40	39	35
Unemployed	7	6	3
Socio-economic status			
Under minimum economy wage	9	4	5
Medium level	26	26	22
High level	10	15	11
Income			

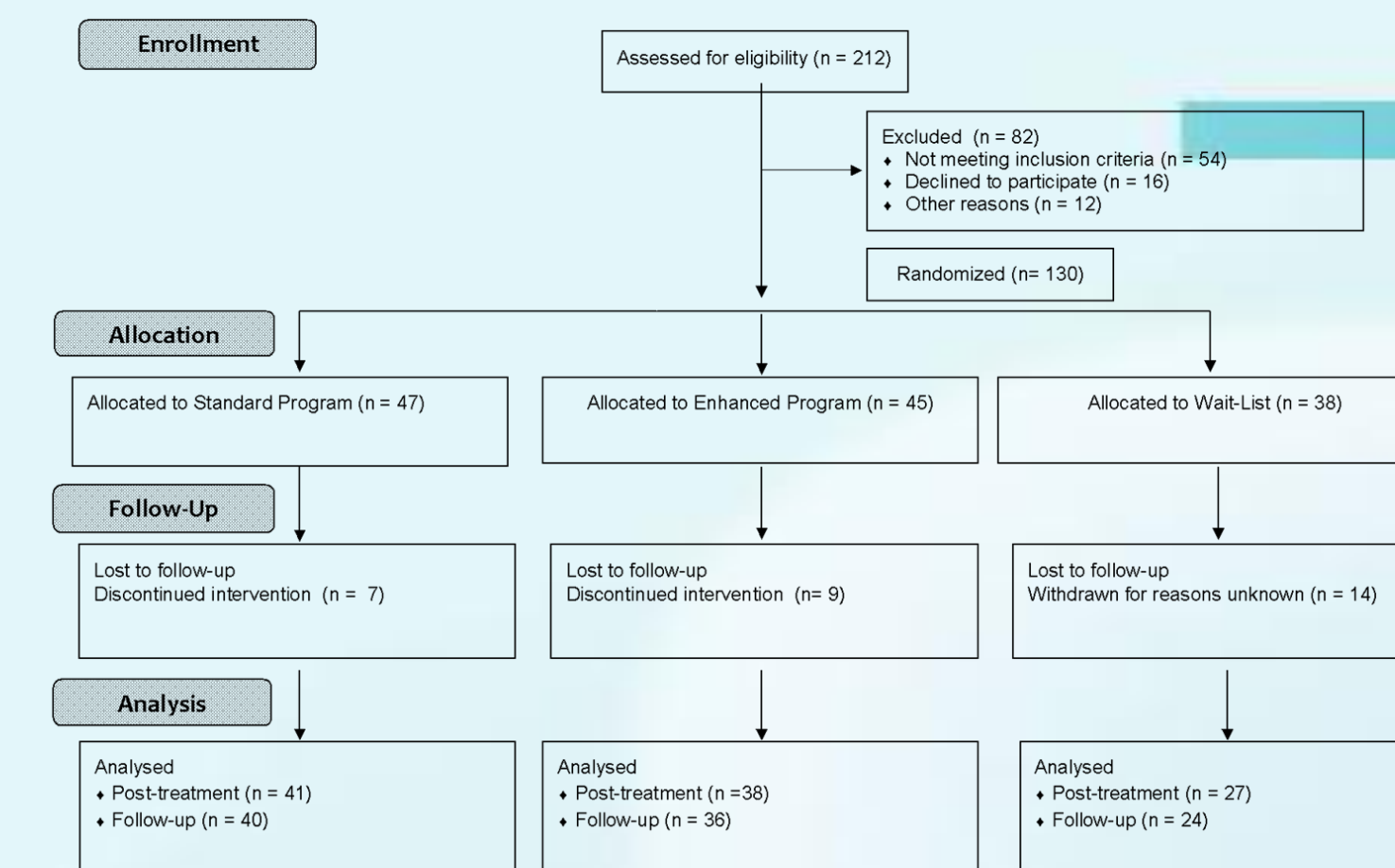


Figure 1. Consort Diagram Flow with the progress through the phases of the trial

Table 3 One way analysis of variance comparisons on child externalizing syndromes at mid-treatment, post-treatment and follow up and mean differences at post-treatment and follow-up (Tukey HSD)

DV	3 group ANOVA			Enhanced vs. Standard		Standard vs. Wait-List	
	Mid-treatment	Post-treatment	Follow-up	Mid-treatment	Post-treatment	Mid-treatment	Post-treatment
CBCL	F(2,127)=1.33, p=.05	F(2,127)=10.58, p=.00	F(2,127)=10.44, p=.00	6.99, p=.00	6.81, p=.00	-.19, p=.05	6.45, p=.00
CD	F(2,127)=.71, p=.05	F(2,127)=.54, p=.05	F(2,127)=.80, p=.05	6.59, p=.00	6.59, p=.00	-.13, p=.05	6.59, p=.00

CBCL = Child Behavior Checklist; C-TRF/TRF = Caregiver-Teacher Report Form/ Teacher Report Form. Externalizing syndromes

Follow-up

DSM subscales of CBCL

CD: Enhanced program vs. Standard program $MD = 4.26, p = .01; d = .67$

ADHD: Enhanced program vs. WL

$MD = 4.31, p = .01; d = .71$

Discussion

The Enhanced and Standard cognitive-behavioral parent programs are both efficient in the treatment of child externalizing disorders.

The Enhanced program showed greater improvements at 1 month follow-up in Conduct Problems, in parent-rated Attention Deficit/Hyperactivity Problems, and in Oppositional Defiant Problems rated both by parents and teachers.

Selective references

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