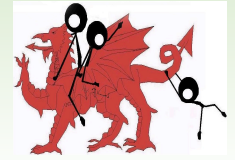


# Evaluating the Enhancing Parenting Skills (EPaS) 2014 programme



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## BACKGROUND

Addressing child behaviour problems is a global challenge. Group-based parenting programmes are effective in reducing these problems but may not be appropriate for all families, especially disadvantaged families, due to barriers to treatment such as financial and transportation challenges. Individually delivered parenting programmes may be more suitable for disadvantaged families.

## OBJECTIVES

To conduct a pragmatic, pilot randomised controlled trial evaluating an individually administered, behavioural parenting programme delivered by health visitors to parents of young children with significant behaviour problems.

Table 1. Family demographic characteristics

| Demographics              | Intervention (n=29) | Control (n=29) |
|---------------------------|---------------------|----------------|
| Child age, months: M (SD) | 39.52 (9.09)        | 41.52 (8.51)   |
| Child gender, male: n (%) | 20 (69.0)           | 22 (75.9)      |
| Parent age, years: M (SD) | 29.07 (8.02)        | 32.03 (9.61)   |
| Mothers: n (%)            | 29 (100)            | 28 (96.6)      |
| Low education: n (%)      | 23 (79.3)           | 22 (75.9)      |
| Living in poverty: n (%)  | 27 (93.1)           | 26 (90.0)      |
| Single parent: n (%)      | 12 (41.4)           | 7 (24.1)       |

## CONTACT

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## METHODS

Fifty-eight families reporting a child aged 30 to 60 months with significant behaviour problems were recruited by health visitors. Families were randomised to either the intervention ( $n=29$ ) or wait-list, treatment as usual control condition ( $n=29$ ). Data were collected at baseline and six-months later.

### PRIMARY OUTCOME

- Eyberg Child Behaviour Inventory (ECBI; Eyberg et al., 1980)

### SECONDARY OUTCOMES

- Conners Abbreviated Parent-Teacher Rating Scale (AC; Conners, 1994)
- Arnold-O'Leary Parenting Scale (PS; Arnold et al., 1993)
- Beck Depression Inventory II (BDI; Beck et al., 1996)
- Parent-child interaction observation using categories from the Dyadic Parent-child Interaction Coding System (DPICS; Eyberg & Robinson, 1981)

## INTERVENTION

The EPaS 2014 programme is delivered in approximately 12 in-home sessions and consists of three phases:

1. Standardised assessment (3 sessions)
2. Structured case analysis formulation (1 session)
3. Intervention phase (6-8 sessions)



## RESULTS

Families were reporting very high levels of disadvantage (table 1). Satisfaction with the programme was high with 96% rating different aspects of the programme as helpful.

### Complete-case analyses (families with both baseline and follow-up data)

There was a significant reduction in child behaviour problems based on scores on the ECBI Intensity scale ( $d=0.88$ ) for families in the intervention condition (figure 1). The ECBI Problem scale showed a large effect size favoring the intervention but was non-significant.

### Per-protocol analyses (families who completed 3 phases of EPaS)

There was a significant reduction in child behaviour problems based on scores on the ECBI Intensity ( $d=1.30$ ) and ECBI Problem ( $d=1.53$ ) scales for families in the intervention condition (figures 2 and 3). Large effect sizes for AC and observed positive parenting favoured the intervention but did not reach significance.

## CONCLUSIONS

- The EPaS 2014 programme is an individually administered intervention, delivered by health visitors, to parents of young children with behaviour problems.
- Significant improvements in child behaviour were reported by families undertaking the EPaS 2014 programme with very large effect sizes.
- Secondary outcomes had effect sizes favouring the intervention but did not reach significance.
- This is a potentially useful tool for health visitors working with very highly disadvantaged families who are struggling with young children's behaviour problems.

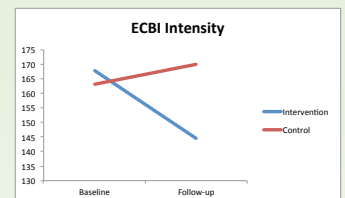


Figure 1. Mean scores for ECBI Intensity using the complete case analyses

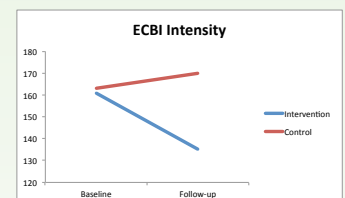


Figure 2. Mean scores for ECBI Intensity using the per protocol analyses

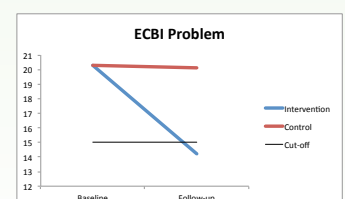


Figure 3. Mean scores for ECBI Problem using the per protocol analyses