

Group-Based Versus Individual Parenting Programs

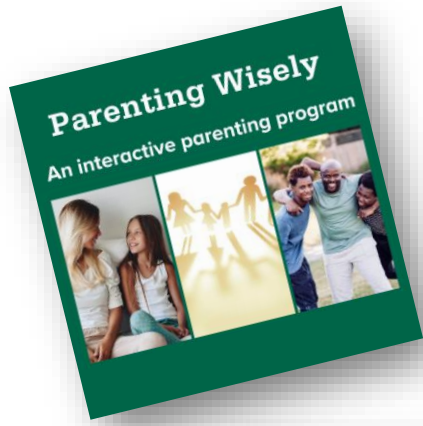
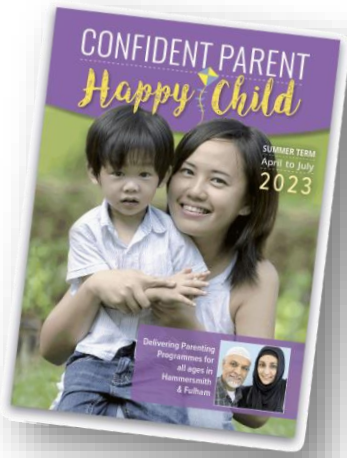
A Meta-Analysis of Effects on Parents



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New Forest Parenting Program



FREE PARENTING PROGRAM

The Meeting Place
Community Building Community
Since 2004

1-2-3 Magic & Emotion Coaching
Wednesdays, 26 July & 9 August 2023
9:30 am - 11.30 pm

Book online - www.youthcentre.org.au/bookings



Theoretical Background

Parenting programs

Child behavior management



Effective in improving parenting skills; (e.g., Barlow & Coren, 2018)

Parenting stress



Decrease in parenting stress (e.g., Belge & Dumas, 2011; Kendall et al., 2013)
Inconsistent! (Portwood et al., 2011)

Parental depressive symptoms



Reduce depressive symptoms (e.g., Sanders et al., 2007)
Inconsistent! (Leijten et al., 2018)

Theoretical Background

Delivery formats



Group-based vs. Individual



Social support

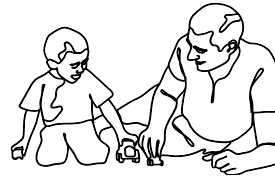
Social learning



Tailored support

???

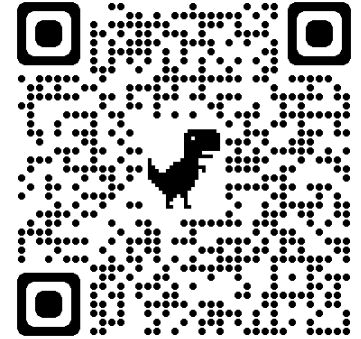
Present study



PROSPERO pre-registration
CRD42023422026

Method

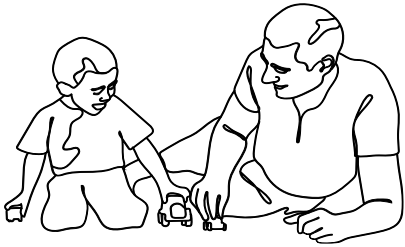
Backhaus et al. (2023)



Eligibility criteria

- Inclusion
 - RCT's with group or individual programs
 - Social learning theory
 - Parents of children 2-10 y/o
 - Directed at parents
- Exclusion
 - Self-directed

Outcomes



Child Behavioral Management
Non-violent discipline and positive reinforcement; (Barnett et al., 1996)

Parenting Stress

Negative psychological response to the obligations of being a parent (Bornstein, 2002)



Parental Depressive Symptoms

Persistent feeling of sadness and loss of interest in activities (WHO, 2023)

Effect size

- Cohen's d
 - Mean of treatment group – Mean of control group / SD
- 1 study : several ES

Index	Description ^b	Effect Size
Between groups		
Cohen's d^a	$d = M_1 - M_2 / s$ $M_1 - M_2$ is the difference between the group means (M); s is the standard deviation of either group	Small 0.2 Medium 0.5 Large 0.8 Very large 1.3

(Sullivan & Fein, 2012)

Our sample

Sample characteristics

Mean child age, M (SD)

Mean parent age M (SD)

Intervention characteristics

Number of sessions, M (SD)

Number of weeks, M (SD)

Level of prevention or treatment of child
conduct problems, n (%)

Universal

Selective

Indicated

Treatment



($n = 121$)

5.55 (1.88)

35.90 (4.94)

11.10 (6.83)

11.60 (6.56)

26 (22)

41 (34)

28 (23)

26 (22)



($n = 41$)

5.28 (2.06)

34.10 (5.01)

10.20 (5.59)

13 (9.37)

6 (14)

10 (23)

11 (25)

14 (34)

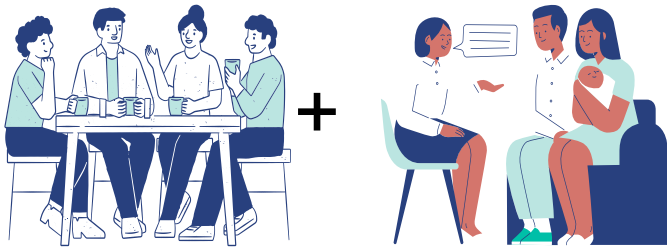
Analyses

- Robust Variance Estimation
 - 1) Test overall program effects on 3 outcomes
 - 2) Test whether group-based or individual programs yield stronger effects



Results

Overall effects



$p < .001$, $d = 0.44$;
95% CI [0.27, 0.60];
n = 71, k = 190



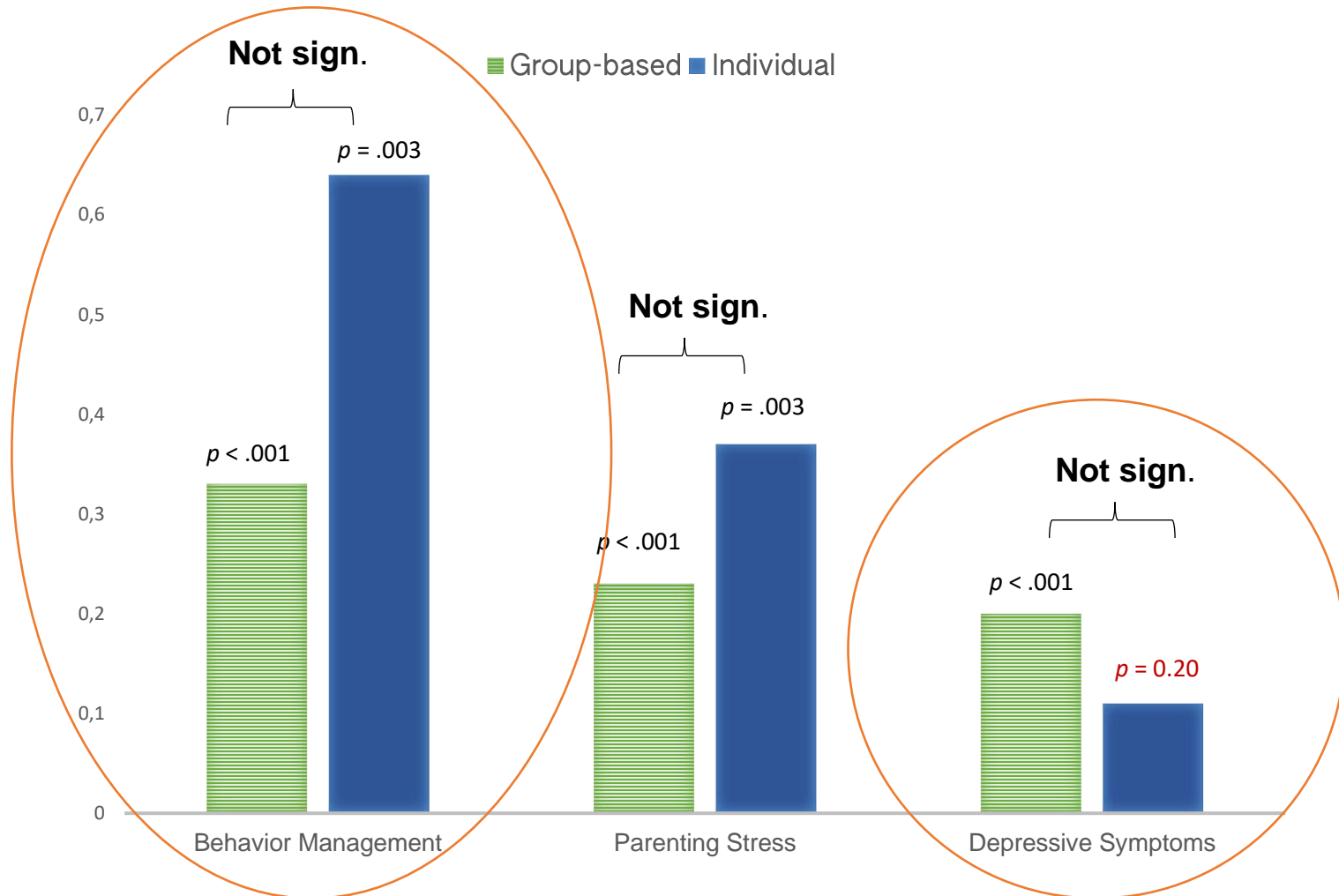
$p < .001$, $d = -0.26$;
95% CI [-0.36, -0.16];
n = 83, k = 281



$p < .001$, $d = -0.18$;
95% CI [-0.28, -0.09]
n = 58, k = 106

Results

GROUP-BASED VS INDIVIDUAL



Discussion

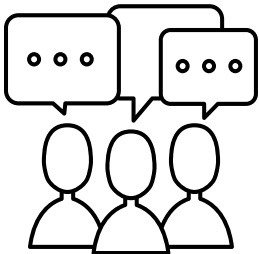
Overall small ES

- Except for child behavior management in individual format → Direct coaching? (Hershell et al., 2008)

Difference for parental depressive symptoms outcome!

- Only effect in group-based format
- Social support?

Guide parents towards most appropriate setting





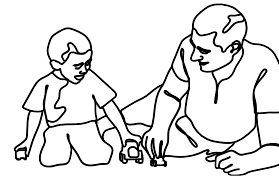
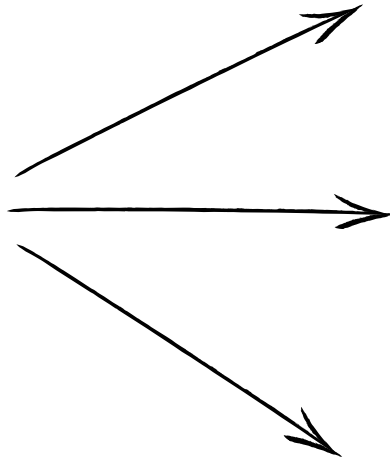
Thank you for your
attention!

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Results

Group-based vs individual



$d = 0.33$;
95% CI [0.19, 0.46]



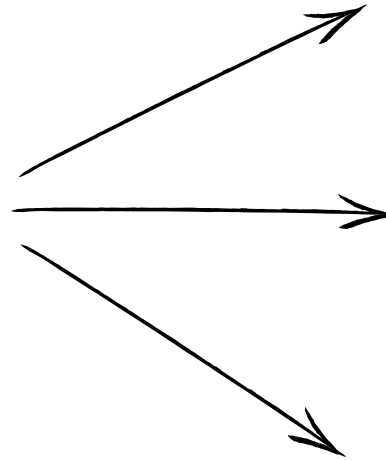
$d = -0.23$;
95% CI [-0.34, -0.12]



$d = -0.20$;
95% CI [-0.31, -0.09]

Results

Group-based vs individual



$d = 0.64$;
95% CI [0.24, 1.05]



$d = -0.37$;
95% CI [-0.60, -0.14]



$d = -0.11$;
95% CI [-0.30, 0.07]