

SITUATIONAL BARRIERS TO THE USE OF EFFECTIVE PARENTING PRACTICES: GOING BEYOND SKILLS TRAINING

EUSPR, LJUBLJANA, OCTOBER 2015

Kimberly A. Rhoades¹, Tamara
DelVecchio², & Christina Grice²

¹Washington State University

²St. John's University



PARENT-TRAINING PROGRAMS

“Parent Management Training Programs” typically efficacious in reducing or preventing conduct problems in young children.

Examples:

Parent-Management Training Oregon Model

Incredible Years

Triple P Positive Parenting Program



“Model” or “Promising” Programs

(Blueprints for Healthy Youth Development)

PARENT-TRAINING PROGRAMS

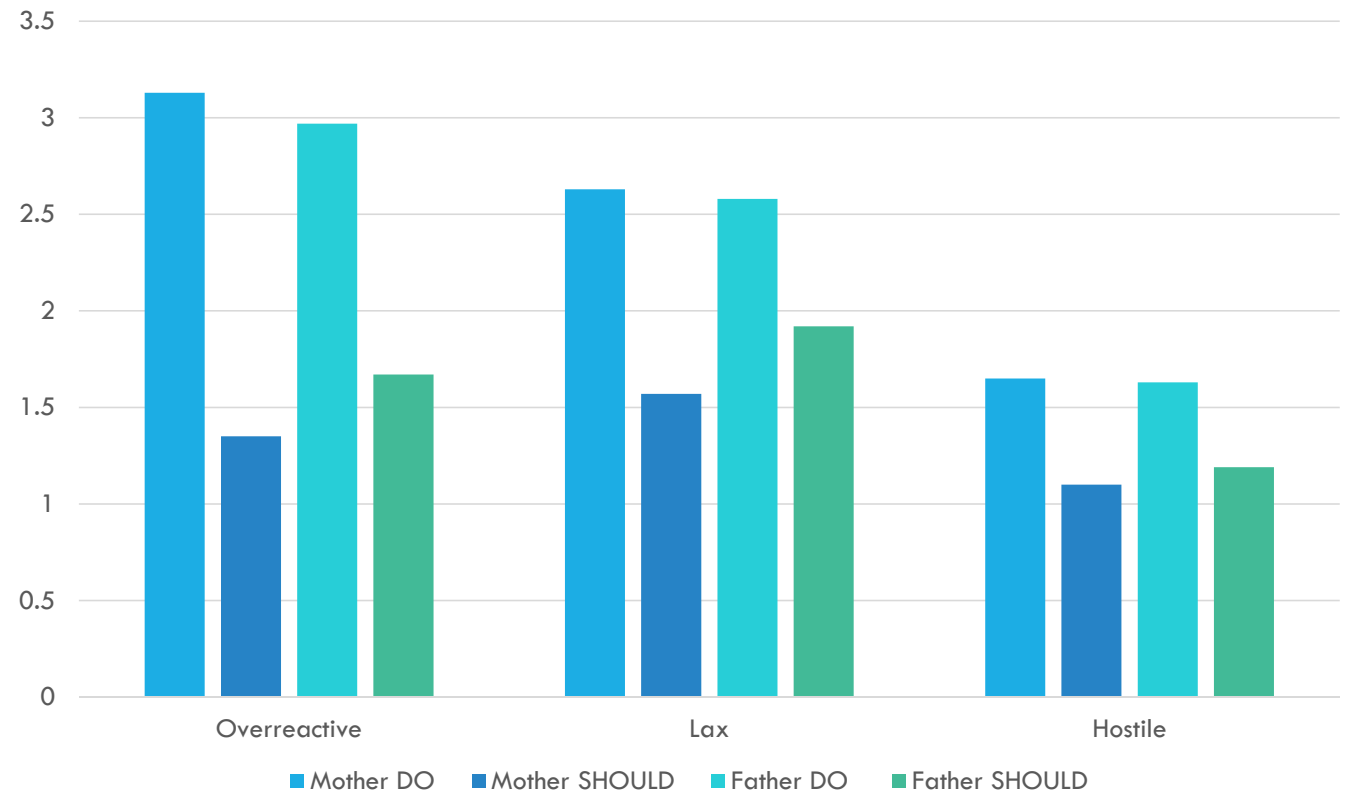


DO PARENTS DO WHAT THEY THINK THEY SHOULD?

(RHOADES & O'LEARY, 2007)

| Type of Discipline | Mothers | Fathers |
|--------------------|---------|---------|
| Overreactive | .25*** | .27*** |
| Lax | .40*** | .53*** |
| Hostile | .38*** | .40*** |

Self-Reported Discipline Practices



AIM OF CURRENT STUDY

Examine specific barriers to effective discipline implementation – what predicts this discrepancy?

- Affect
 - **Anger**: Associated with overreactive (Lorber & O’Leary, 2005) and lax (Del Vecchio & O’Leary, 2008) discipline.
- Situational Features
 - **Time pressure**: More likely to report coercive responses under time pressure than when given as much time as needed (Beauchaine, Strassberg, Kees, & Drabick, 2002)
 - **Public Discipline**
 - **Multitasking**: Chaotic settings & high task demands associated with poorer quality parenting (Corpaci & Wachs, 2002; Dumas et al., 2005; Miller, Shim, & Holden, 1998)

Role of impulsivity?

STUDY MEASURES

Reported via Parenting Scale how they discipline their children and how they believe they should discipline their children

Example:

When my child misbehaves, I raise my voice or yell



Never

Often/Always

Reported via State-Trait Anger Inventory, their anger expression

Reported via, Adult ADHD Scales, their impulsivity

Interviewed about specific situations where they used dysfunctional Lax and Overreactive discipline that they believe they should not use.

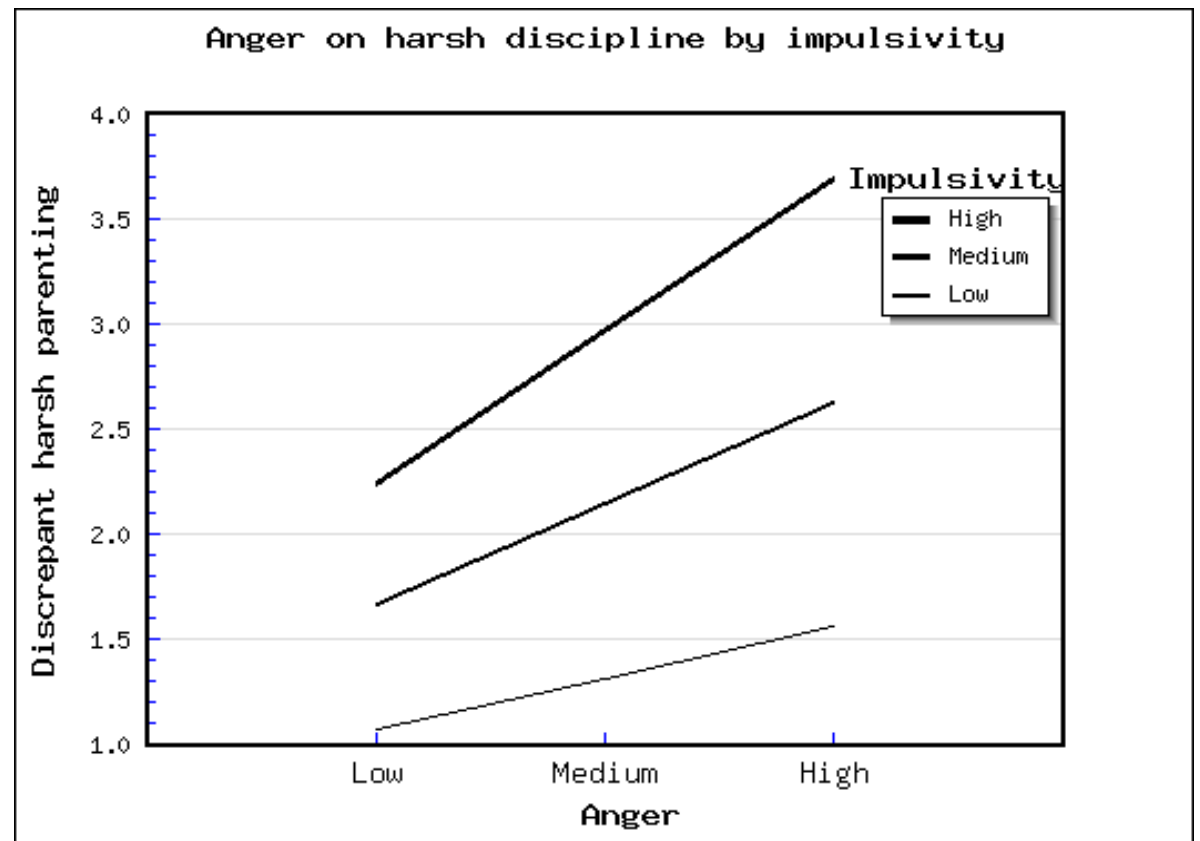
Situational variables: Coded from audiotaped and transcribed interviews

- (kappas > .70)

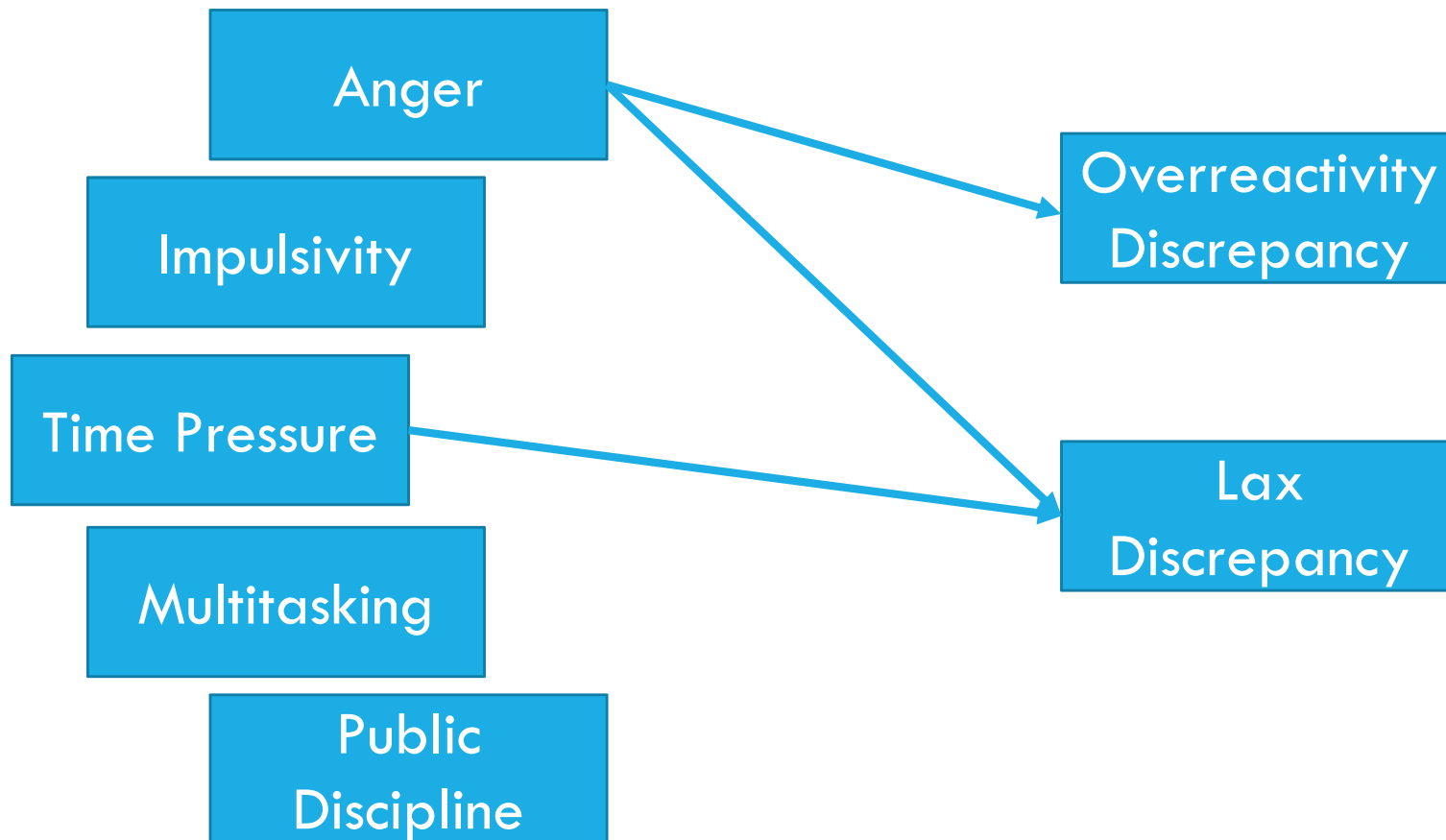
BUILDING OFF OF RESULTS FROM A PRIOR STUDY

69 Mothers of 2-4 year olds from Nassau County, NY, USA

Similar design, except no situational features assessed

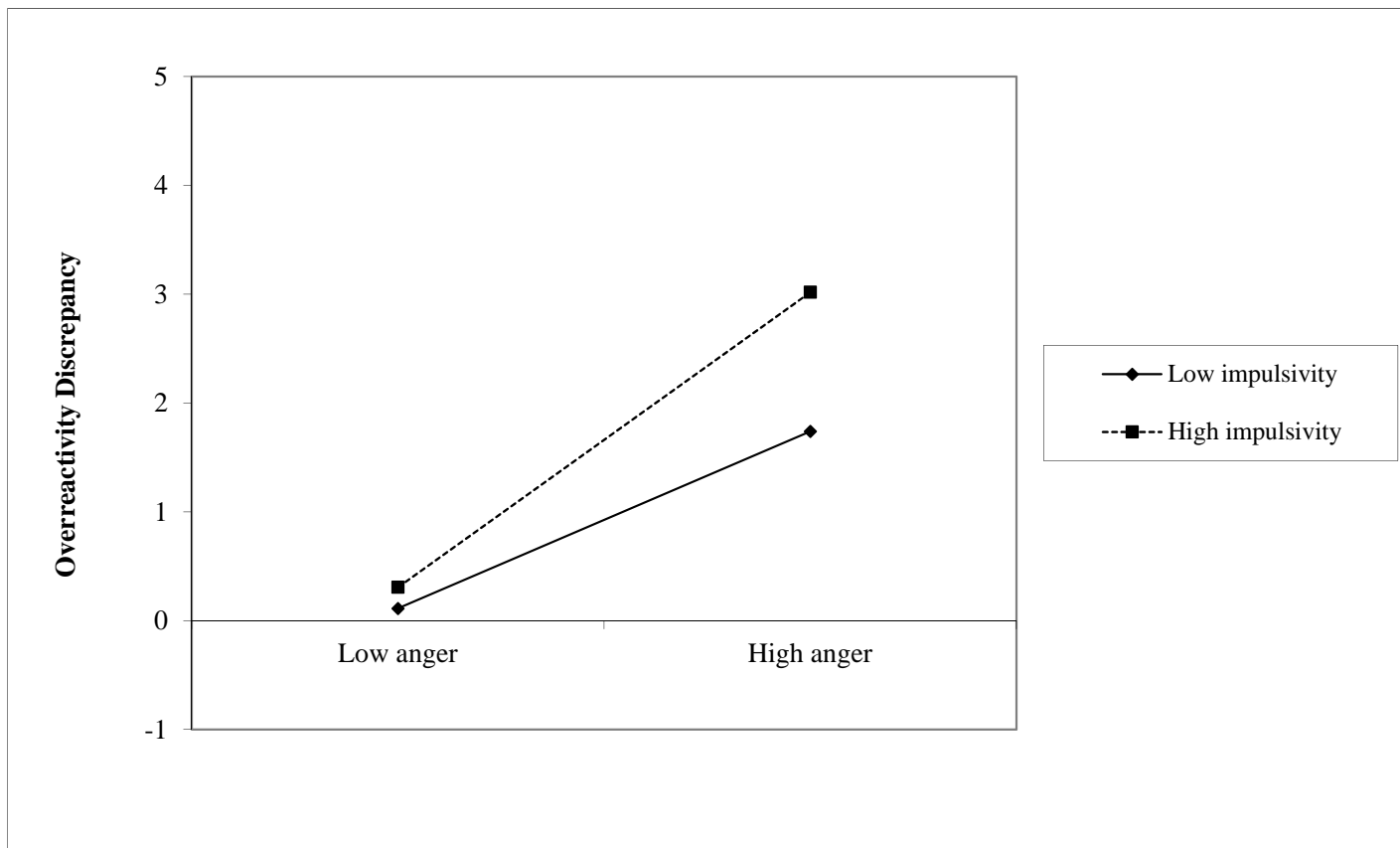


WHAT ABOUT WHEN YOU PROBE SITUATIONAL VARIABLES? - MAIN EFFECTS

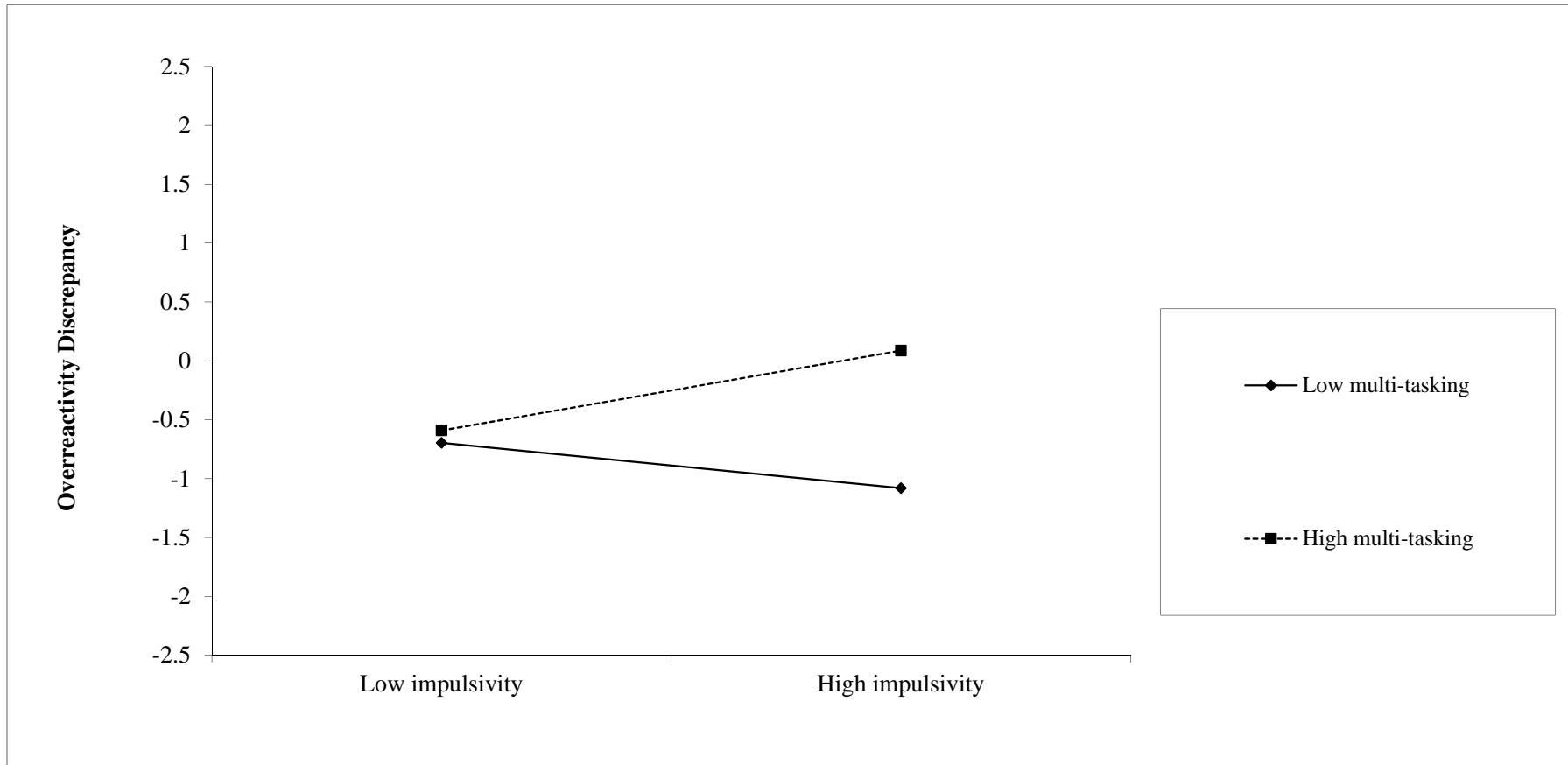


WHAT ABOUT WHEN YOU PROBE SITUATIONAL VARIABLES? - INTERACTION EFFECTS

First, wanted to see if we could replicate previous finding



WHAT ABOUT WHEN YOU PROBE SITUATIONAL VARIABLES? - INTERACTION EFFECTS



PREVENTION IMPLICATIONS

1. It seems clear that teaching parents What to do is likely insufficient, particularly for parents who are more impulsive.

2. Perhaps, overlearning behaviors in common contexts could help generalize behavior.

- - i.e., make the effective discipline behavior the automatic, impulsive response

3. Adding other interventions for addressing impulsivity?

3. What doesn't seem to work: adding anger components to standard parenting interventions – unpublished work with Incredible Years Program, published work with Triple P