

Optimizing treatment for children with MBID: program integrity and client-therapist relationship



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How to optimize family interventions?



- Focus on *whether* it works → *why* it works
- **Program integrity** (Perepletchikova, 2011)
- **Therapist-client relationship** (e.g., Shirk, & Karver, 2011).

Relation between these concepts?



- **Relation: treatment delivery** (Perepletchikova, & Kazdin, 2005)
- **Contrasting views** (Durlak & DuPre, 2008)
 1. Treatments are **designed** to promote therapist-client relationship
 2. Clinicians need to **deviate** from protocols in order to build an **individual relationship**

Who is right?



- A study about all psychological treatments for all people?
- Focus on children with **mild to borderline intellectual disabilities**
 - Problems in social information processing
 - Communication of problems
 - Relationship formation
 - Higher risk for externalizing problem behaviour

A more nuanced view



- Therapists need to stick to the protocol (**integrity**)
- But also provide a good atmosphere for a good therapist-client relationship (**relation-stimulating behaviour**)

Hypothesis:

Program integrity increases **therapist's relation-stimulating behaviour**, which increases **treatment outcomes**

The treatment



- **Standing Strong Together**
 - Sessions for children: problem solving skills and social skills
 - Sessions for parents: parenting skills
 - Small to moderately effective (Schuiringa, et al., in press).



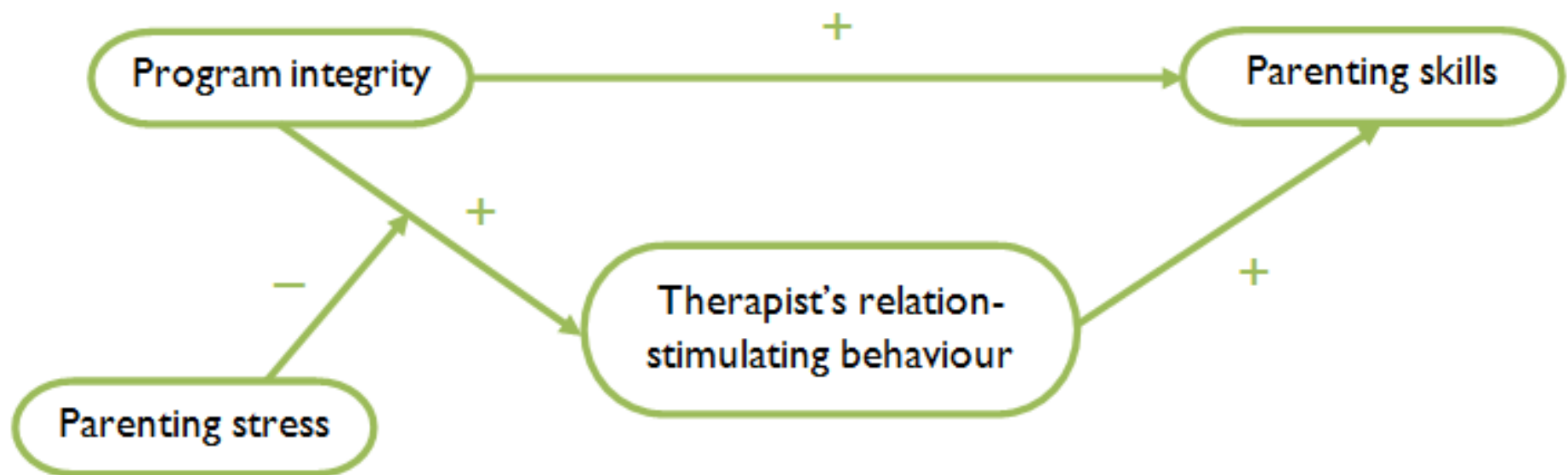
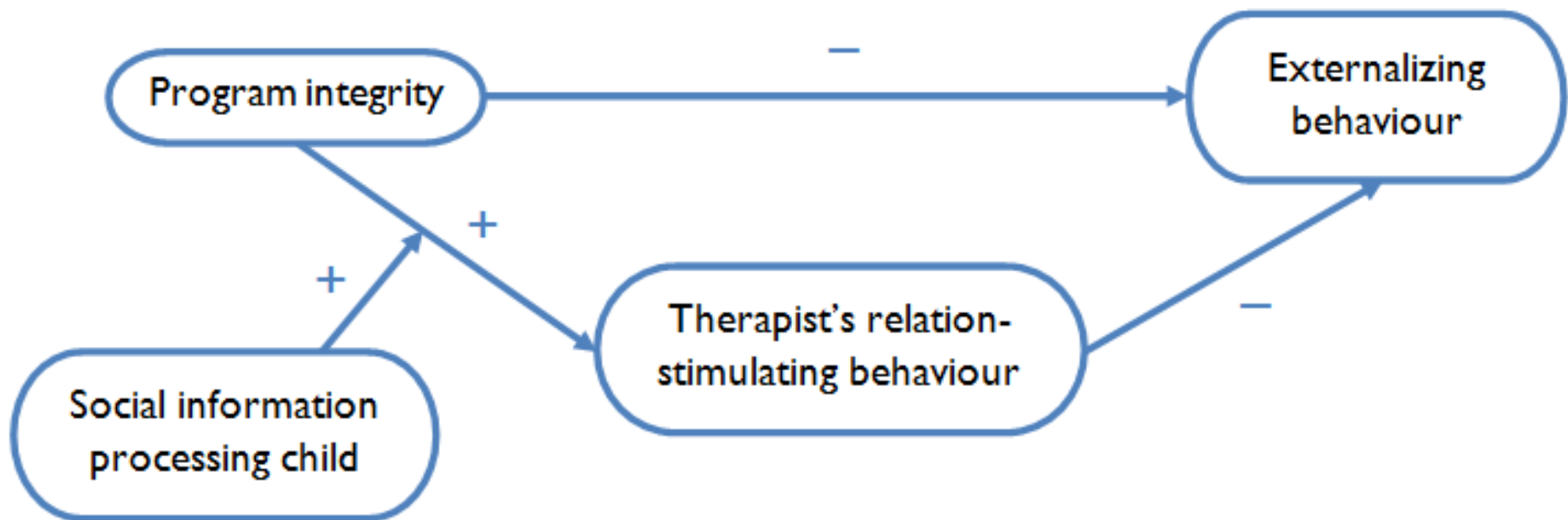
Outcomes and possible moderators



1. Externalizing behaviour
2. Parenting quality

Influences on the relation between **integrity** and **relation-stimulating behaviour**

1. Social information processing (Van Nieuwenhuijzen et al., 2004)
2. Parenting stress (Reyno & McGrath, 2006)



Method



- 80 children + parents
- Randomly assigned to Standing Strong Together
- Videotaped sessions

Measures



- Program integrity: observations
- Relation-stimulating behaviour: observations
- Externalizing problem behaviour: CBCL + TRF
- Parenting skills: APQ
- Parenting stress: PSI
- Social information processing: SPT-MID

Analyses



- Latent path analysis
- Corrects for measurement error
- Significance tests of direct effects and indirect effects

Optimize treatment by revealing a
mechanism of functioning



QUESTIONS?

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