

Specificity of the effects of parenting program components to reduce risk factors for child conduct problems

No registrations found.

Ethical review	Not applicable
Status	Pending
Health condition type	-
Study type	Interventional

Summary

ID

NL-OMON22548

Source

Nationaal Trial Register

Brief title

Project BOOG

Health condition

Children at risk for child conduct problems

Sponsors and support

Primary sponsor: See funder.

Source(s) of monetary or material Support: ZonMw (2018 GGz Fellowship awarded to Leijten)

Intervention

Outcome measures

Primary outcome

Component A: Improved parent-child relationship quality, parent-reported (warmth subscale of the Early Childhood Parental Acceptance Rejection Questionnaire; Rohner, 2005) and

observed during online etch-a-sketch, Oliver & Pike, 2019; Component B: reduced coercive parent-child interaction cycles, parent-reported (Parent-child Coercive Process Scale; Mitnick et al., 2020) and observed during online etch-a-sketch, Oliver & Pike, 2019; Component C: improved parental self-efficacy, parent-reported (self-efficacy subscale of Me as a Parent)

Secondary outcome

Child conduct problems, parent-reported (Eyberg Child Behavior Inventory; Eyberg & Ross, 1987) and observed during online etch-a-sketch.

Additional included outcomes (T6 and T12) are: parental hostility (PARQ and observed), sibling behavior problems (shortened ECBI), sibling relationship quality (SRQ), parental use of positive reinforcement techniques, parental attribution of disruptive behavior, child CU traits, parental mental health (DASS-21).

All outcomes will be measured at baseline (T0), to allow for moderator analyses. In addition, we will measure at baseline (T0) various sociodemographics (child age and gender, parental educational level and income, single parenthood, cultural identification) to describe the sample and allow for moderator analyses to identify differential effects.

Study description

Background summary

Parents concerned about their child's (3-8 yrs) behavior problems will be randomized to any combination, and various sequences, of three parenting program techniques, based on established parenting program content: (A) The Child's Game (Forehand & McMahon, 1981), in which parents learn to be attentive to their child's needs and respond to these in a sensitive matter; (B) Positive Notes (Leijten et al., 2016), in which parents learn to shift their attention from disruptive behavior to positive child behavior, and to positively reinforce this behavior; and (C) reflection exercises focusing on Mastery Experiences to increase feelings of parental self-efficacy (Bandura, 1997). This factorial experiment consists of 22 conditions. Effects of the three techniques will be tested on their targeted risk factor (A: parent-child relationship quality; B: coercive parent-child interaction cycles; C: parental self-efficacy; primary outcomes) and on children's conduct problems (secondary outcome) immediately after the two-week intervention period and at twelve weeks post baseline.

Study objective

We will test whether each component specifically reduces the risk factor it aims to target: Does component A (relational perspective based child-led play) improve the parent-child relationship, and not coercive parent-child interaction cycles or self-efficacy; does component B (learning theory based positive reinforcement) improve coercive parent-child interaction cycles and not the parent-child relationship or self-efficacy; and does component C (self-efficacy theory based mastery experiences) improve parental self-efficacy and not the parent-child relationship or coercive parent-child interaction cycles. We do not have any a

priori hypothesis as to whether effects will or will not be specific.

Study design

T0 (baseline); T2 (two weeks post baseline; immediately after the first component); T4 (four weeks post baseline; immediately after the second component); T6 (six weeks post baseline; immediately after the third component); T12 (twelve weeks post baseline; 6 weeks follow-up of last components)

Intervention

Component A: The Child's Game (Forehand & McMahon, 1981); Component B: Positive Notes (Leijten et al., 2016; Van Aar et al., 2020); Component C: Mastery Experiences (Bandura, 1997). Each components consists of an animation clip explaining the technique and daily exercises for two weeks.

Contacts

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Eligibility criteria

Inclusion criteria

Child age 3-8 yrs; parental concern about children's conduct problems.

Exclusion criteria

Identified low IQ (<75); autism spectrum disorder.

Study design

Design

Study type:	Interventional
Intervention model:	Factorial
Allocation:	Randomized controlled trial
Masking:	Single blinded (masking used)
Control:	Active

Recruitment

NL	
Recruitment status:	Pending
Start date (anticipated):	09-05-2021
Enrollment:	192
Type:	Anticipated

IPD sharing statement

Plan to share IPD: Yes

Plan description

Fully anonymized data will be publicly shared after publication of the project results

Ethics review

Not applicable	
Application type:	Not applicable

Study registrations

Followed up by the following (possibly more current) registration

No registrations found.

Other (possibly less up-to-date) registrations in this register

No registrations found.

In other registers

Register ID

NTR-new NL9052

Other Departmental Ethics Committee Research Institute Child Development and Education : 2020-CDE-12599

Study results