

BEHAVIORAL PARENTING INTERVENTIONS FOR CHILDREN WITH ADHD: HOW DO THEY WORK AND FOR WHoM?

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Disclosure/belangen spreker

Geen belangenverstrengeling

Geen (potentiële) belangenverstrengeling

Voor bijeenkomst mogelijk relevante relaties¹

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Bedrijfsnamen

- Accare Child Study Center, Groningen, The Netherlands

How?

Behavioral parenting interventions are evidence-based psychosocial treatment for children with Attention-deficit/hyperactivity disorder (ADHD)



QUESTION:

1) How do they produce changes in child behavior and functional impairment?



Social Learning Theory



Constructive parenting

- Contingency management (e.g., praise, planned ignoring)
- Stimulus control (e.g., limit setting, clear rules, routine setting)
- Coaching skills

Coercion Theory



Non-constructive parenting

- Physical & verbal punishment
- Lax discipline
- Not following through with discipline
- Poor monitoring



Attachment Theory



Parent-child affection

- Positive emotions (e.g., love, warmth) versus negative (e.g., anger, invalidation)
- Sensitivity and responsiveness
- Involvement



For Whom?

Parents begin treatment with varying parenting-related needs that may influence their capacity for change, and therefore their child's response to treatment-> Differences between families in how they work

QUESTION:

2) Which families may change through different mechanisms of change?



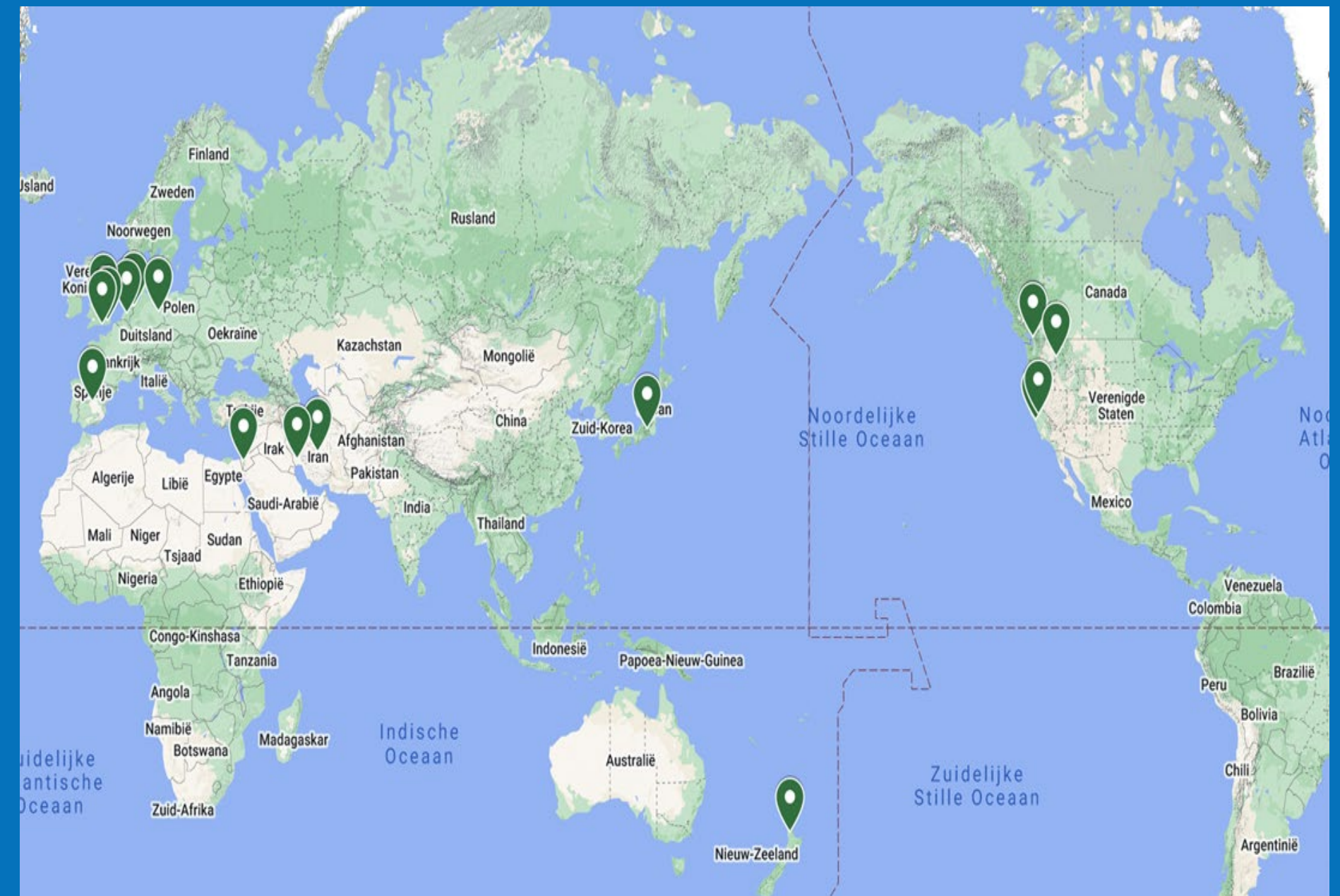
Our project

19 RCTs, 1666 families

Behavioral Parenting Interventions vs. Waiting list/Care as usual

Children diagnosed or screened for ADHD

Children aged 2-18 (M = 7.11, SD = 2.77)



Joint Mechanisms

Following intervention



Following intervention

- ADHD severity
- Oppositional behavior
- Functional impairment

Unique Mechanisms

Following intervention

— Non-constructive parenting



+ Parent-child affection



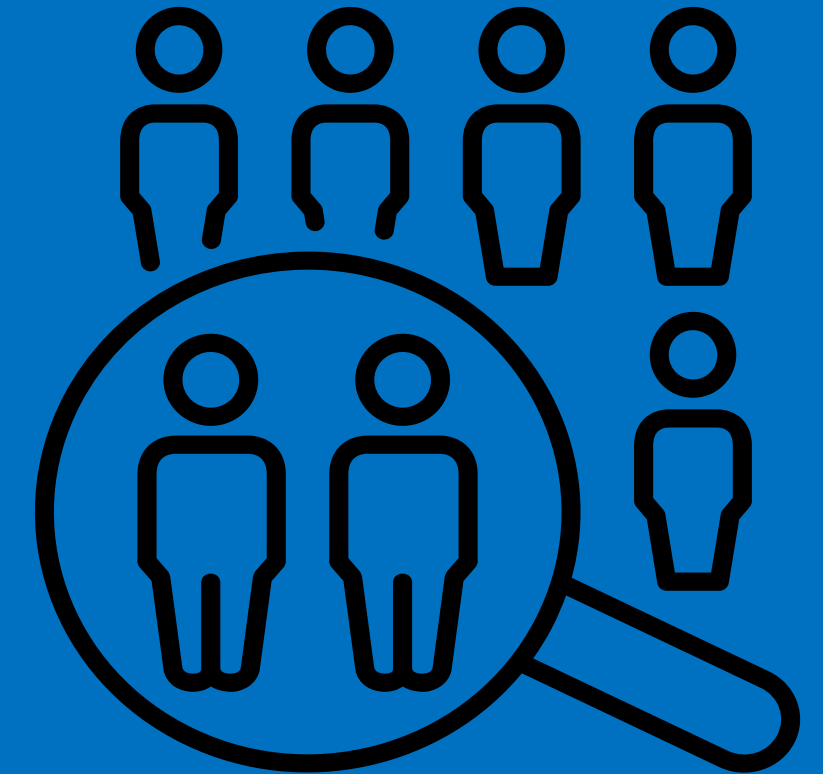
Following intervention

— Functional impairment



Differences between families

Before intervention



Following intervention



Non-constructive parenting

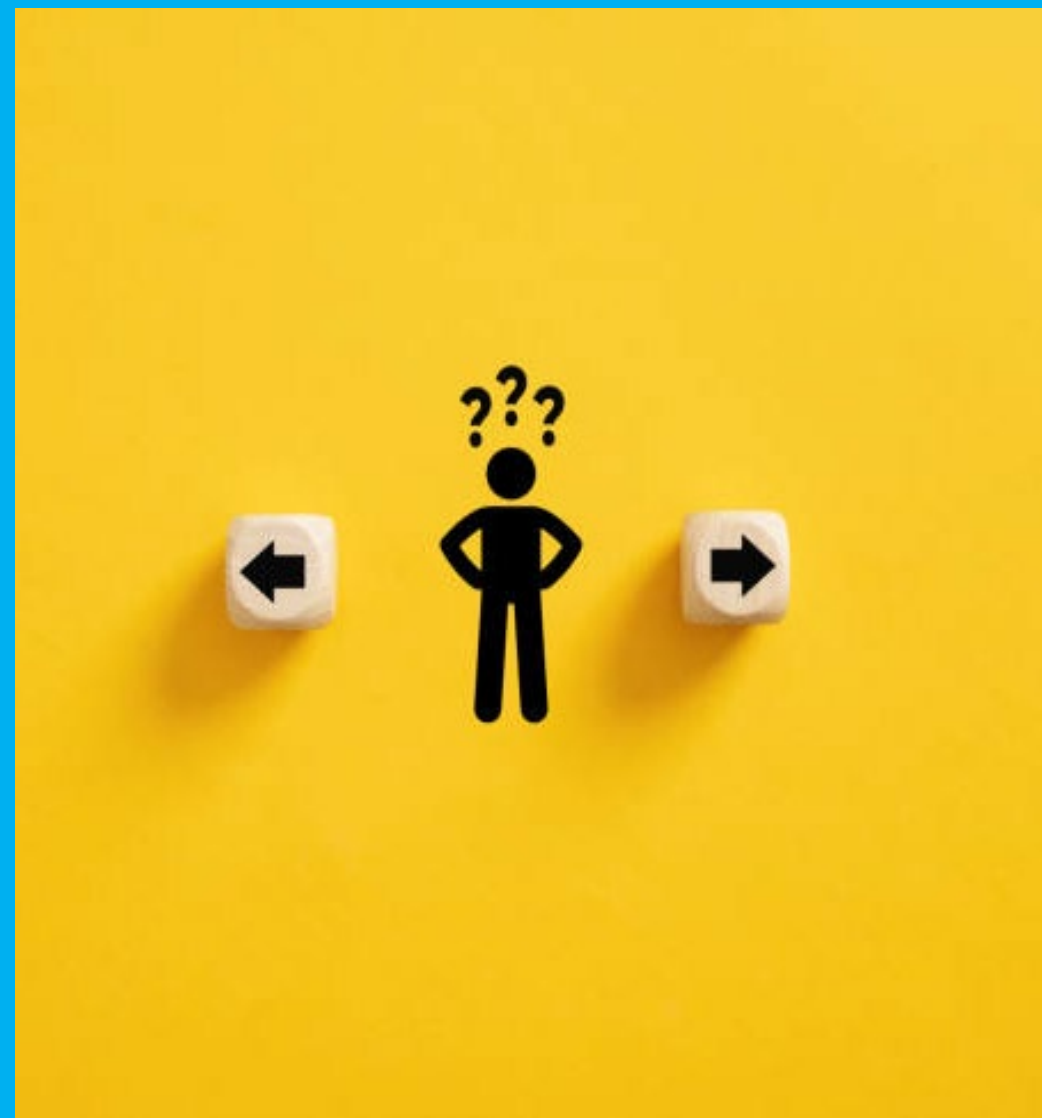


Functional impairment

Following intervention

Conclusions

- To reduce functional impairment in children it may be sufficient to reduce non-constructive parenting and/or parent-child affection



- To reduce ADHD severity and oppositional behavior a combination of improvements in multiple aspects of parenting may be necessary

Conclusions

- Non-constructive parenting is a stronger mechanism of change in impairment for families who start the intervention with poorer parenting skills



- Those who struggle the most or have more room for improvement change the most

Implications & Future Directions



Focus on improving
both affective and
behavioral aspects of
parenting

Address needs of
families with poorer
parenting skills

Temporal order of
changes?

Influence of other family
characteristics?

Influence of treatment
fidelity and parental
adherence?



THANKS FOR YOUR ATTENTION!

Psychosociale
ADHD
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Interventies



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