

Moderators and Mediators of Parent Management Training and Collaborative Proactive Solutions in the treatment of Oppositional Defiant Disorder for children and adolescents

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Rationale for study

- The ‘well established” treatment for DBD (PMT) does not work for 30%-50% of children (Ollendick, Greene, Austin et al., 2015; Murrihy, Kidman & Ollendick, 2010).
- How can we improve treatment outcomes for this group?
- Is Collaborative Proactive Solution (CPS) an alternative?
- Identify subgroups in which CPS is more effective than Parent Management Training (PMT)
- “how” and “why” do these treatments work?

Mediators and Moderators of Treatment Outcome

- Moderators: A variable that is measured prior to the treatment assignment and implementation of the treatment that *differentially* predicts treatment outcomes. Moderator variables can identify subgroups of individuals *for whom* a specific treatment is more or less effective
- Mediators: A variable that occurs during the period of treatment, signifying a process through which treatment “works.” Mediator variables can help explain *how* and *why* the treatment works

Moderators and Mediators examined in study:

Moderators:

- Age
- Parenting style*
- Emotion Regulation (parent and child)
- Perceived parental self-efficacy
- Parental attributions

Mediators

- Lagging skills*
- Parenting practices*
- Emotion Regulation (parent and child)
- Parental attributions
- Parental self-efficacy

- *variables examined today

Moderators and Mediators examined today

Moderator

- Parenting style- PAQ-R

Mediators:

- Lagging skills- Assessment of lagging skills for Plan B
- Parenting practices (inconsistent discipline)- APQ-9

Moderator: Parenting style (permissive)

(Baumrind, 1966; Maccoby & Martin, 1983)

		Demandingness	
		High	Low
Responsiveness	High	Authoritative parenting	Permissive parenting
	Low	Authoritarian parenting	Rejecting-neglecting parenting

Permissive parenting

Items form PAQ-R:

In a well-run home children should have their way as often as parents do.

My children do not need to obey rules simply because people in authority have told them to.

I do not think of myself as responsible for telling my children what to do.

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Parenting style

- No studies to date (CPS versus PMT)
- Permissive parenting implicated in the development of disruptive behaviour disorders (DBD) (e.g., Hawes & Dadds, 2005)
- PMT requires parents to be less permissive (e.g., limit setting, contingency cost) and more authoritative
- CPS allows parents to be permissive whereby parent and child solve problems together

Aim:

- Explore whether:
- *Permissive parenting will predict poorer outcomes for PMT than CPS*
 - *or alternatively,*
- *Permissive parenting will predict better outcomes for CPS than PMT*

Mediator: Lagging skills

- **CPS model:** challenging behaviours are caused when a mismatch occurs between environmental demands and the child's skills to meet these demands
- Challenging behavior in kids is best understood as the result of *lagging cognitive skills* (in the general domains of flexibility/ adaptability, frustration tolerance, and problem solving)
- Greene (Murrihy, Kidman & Ollendick, 2010) theorizes that CPS indirectly develops these skills by working on specific problems that the child is having difficulty with that require these skills.
- In addition, skills are being indirectly taught through the general process of implementing a "Plan B" and are generically practiced in each step of "Plan B"
- Anecdotal. No empirical support- YET!

Mediator: Lagging skills

- Items from the Assessment of lagging skills for Plan B:
- *Exhibits difficulty expressing concerns, needs, or thoughts in words*
- *Difficulty empathizing with others, appreciating another person's perspective or point of view*
- *Has difficulty considering a range of solutions to a problem*

- *Lagging skills will mediate change in ODD behaviours for CPS but less so for PMT*

Mediator: Parenting practices

- Poor parenting practices (e.g., harsh parenting, inconsistent discipline and poor monitoring) are risk factors for the development of conduct problems in children and adolescence (Webster-Stratton, 1990)
- Parenting skill is the primary mechanism underlying both development and change in children's conduct problems (Murrihy, Kidman & Ollendick, 2010)
- PMT directly targets changing parenting practices

Inconsistent discipline

- Items from APQ-9
- *Your child talks you out of being punished after he/she has done something wrong*
- *You let your child out of a punishment early (like lift restrictions earlier than you originally said)*
- *You threaten to punish your child and then do not actually punish him/her*

Hypothesis:

- *Reduction in negative parenting practices (i.e., inconsistent discipline) will mediate changes in ODD symptoms for PMT and less so for CPS*

Results so far....

	N	Mean	Std. Deviation
<u>CPS</u>			
Child age in months	8	119 (9.9 yrs)	24.12
Permissive parenting (Pre)	8	21.9	3.5
Permissive parenting (Post)	7	21.0	2.2
ADIS ODD CSR (Pre)	8	6.8	.83
ADIS ODD CSR (Post)	8	3.3	2.6
<u>PMT</u>			
Child age in months	10	118 (9.8 yrs)	27.1
Permissive parenting (Pre)	10	23.4	4.1
Permissive parenting (Post)	9	25.3	2.7
ADIS ODD CSR (Pre)	10	6.5	1.2
ADIS ODD CSR (Post)	10	2.9	2.3

LAGGING SKILLS			
	N	Mean	Std. Deviation
PMT			
Time 1	10	12.9	4.1
Time 2	10	13.3	4.2
Time 3	9	14.1	3.3
Time 4	8	12.3	4.1
CPS			
Time 1	8	18.1	4.1
Time 2	8	17.2	4.5
Time 3	8	15.6	5.2
Time 4	7	14.2	3.3

Inconsistent discipline			
	N	Mean	Std. Deviation
PMT			
Time 1	10	8.7	2.1
Time 2	10	8.6	2.2
Time 3	9	7.3	1.3
Time 4	8	7	1.4
CPS			
Time 1	8	8.5	2
Time 2	8	8.3	2.6
Time 3	8	7.5	2.3
Time 4	7	7.7	2.1

Summary:

- No difference was found in permissive parenting scores for CPS and PMT
- Both PMT and CPS may lead to decreases in inconsistent discipline over time
- Lagging skills may improve in CPS, but not PMT

Stay tuned!

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