

Parent Management Training: An Approach To Management of Mothers of Children With Conduct Disorder

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Abstract- Conduct disorder is the most common psychiatric disorder of childhood across the world and it refers to a persistent pattern of antisocial behavior in which the basic rights of others or major age-appropriate societal norms or rules are violated. Conduct disorder among the general population ranges from 1 to 10 percent, with an approximate rate of 5 percent. It more commonly occurs among boys than girls, and the ratio ranges from 4 to 1 to as much as 12 to 1. Conduct disorder occurs in children of parents with antisocial personality disorder and alcohol dependence. PMT teaches parents to approximately set limits using structured techniques in response to their child's negative behavior and provides positive reinforcement for appropriate child behavior.

Keywords- Conduct disorder, parent management training

I. INTRODUCTION

Parent management training (PMT) is one of the most investigated treatments available for disruptive behavior, particularly conduct disorder (CD); it is effective in reducing child disruptive behavior and improving parental mental health. PMT has also been studied as a treatment for disruptive behaviors in children with other conditions. Limitations of the existing research on PMT include a lack of knowledge on mechanisms of change and the absence of studies of long-term outcomes. PMT may be more difficult to implement when parents are unable to participate fully due to psychopathology, limited cognitive capacity, high partner conflict, or inability to attend weekly sessions.

Definition:

Parent management training (PMT), is defined as an approach to treating child behavior problems by using “procedures in which parents are trained to alter their child’s behavior in the home. The parents meet with a therapist or trainer who teaches them to use specific procedures to alter interactions with their child, to promote prosocial behavior, and to decrease deviant behavior”¹

Aim:

- Parent/training/education is to improve parents or cares’ relationship with their child and improve their child’s behavior.
- To change parenting behaviors, teaching parents positive reinforcement methods for improving children’s behavior problems.

Parental management training:

Parent management training was developed by childpsychologists in the year 1960. Robert Wahler, Constance Hanf, Martha E. Bernal, and Gerald Patterson were child psychologists who were involved in formulating novel treatments based on behavioral principles of operant conditioning and applied behavioral analysis. The behavioral model of parent training treatment was established between 1965 and 1975 and it emphasized teaching parents to positively reinforce prosocial child behavior. A second wave of research from 1975 to 1985 pointed to the longer-term effects and generalization of treatment to various settings. Parent management training is a structured intervention program to train parents intended to enhance parenting skills and help them to cope up with symptoms of depression and anxiety.

Techniques of PMT:

The content of PMT, as well as the sequencing of skills within the training, varies according to the approach being used. In most PMT, parents are taught to define and record observations of their child's behavior, both positive and negative. Providing positive reinforcement for appropriate child behaviors is a major focus of PMT. Parents learn to select simple behaviors as an initial focus and reward each of the small steps that their child achieves towards reaching a larger goal. PMT also teaches parents to appropriately set limits using structured techniques in response to their child’s

negative behavior. The training is normally delivered by therapists (psychologists or social workers) to individual families or groups of families and is conducted primarily with the parents rather than the child, although children can become involved as the therapist and parents see fit. A typical training course consists of 12 core weekly sessions; with different programs ranging from four to twenty-four weekly sessions ². The therapist emphasizes that consequences should be administered calmly, immediately, and consistently, and balanced with encouragement for positive behaviors.

Methods of PMT:

- **Parent-child interaction therapy (PCIT):**

PCIT was introduced in 1970 as a way to treat younger children with serious behavioral problems. It is a more intensive parenting intervention and most applicable for children with behavioral problems. It is a dyadic behavioral intervention for children between the age group of 2 to 7 years and their parents or caregivers that focus on decreasing externalizing child behavior problems, increasing child social skills and cooperation, and improving parent-child attachment relationship

- **Incredible Years parent training (IYPT):**

The incredible years evidence-based parenting programs focus on strengthening parenting competencies and fostering parent involvement in child's school experiences, to promote children's academic, social and emotional skills and reduce conduct problems.

- **Positive parenting program (Triple P):**

Triple P is a parenting intervention with the main goals of increasing the knowledge, skills, and confidence of parents and reducing the prevalence of mental health, emotional and behavioral problems in children and adolescents.

- **Parent management training – Oregon model (PMTO):**

PMTO refers to a set of parent training interventions developed over forty years, originating with the theoretical work, basic research, and intervention development of Gerald Patterson and colleagues at Oregon Social Learning Center. PMTO can be used as a preventive and also treatment program.

The goals of the Parent Management Training - Oregon Model (PMTO) are: Improving parenting practices, Reducing family coercion, Reducing and preventing internalizing and externalizing behaviors in youth, Reducing and preventing substance use and abuse in youth, Reducing and preventing delinquency and police arrests in youth, Reducing and preventing out-of-home placements in youth, Reducing and preventing deviant peer association in youth, Increasing academic performance in youth, Increasing social competency in youth, Increasing peer relations in youth, Promoting reunification of families with youth in care.

Research:

A randomized controlled trial was done to evaluate the effectiveness of Parent-child interaction therapy among 81 Norwegian families with children ages 2 to 7 years old (52 boys) who had scored ≥ 120 on Eyberg Child Behavior Inventory (ECBI). They were randomly assigned to PCIT or treatment as usual (TAU). For assessing Parenting skills by the Dyadic parent-child interaction Coding system and child behavior problems were measured by ECBI and Child behavior checklist. The study findings reveal that the behavior problems of children and their parents 'parenting skills improved more in receiving PCIT than TAU ³.

A study was conducted on the effectiveness of parent management training-Oregon model in clinically referred children with externalizing behavior problems and compared the effectiveness of parent management training-Oregon model (PMTO) and Care As Usual (CAU). The study result shows that PMTO has a greater reduction of externalizing behavioral problems in children and greater improvements in the effectiveness of parenting skills and less parenting stress and parental psychopathological complaints as compared to CAU. ⁴

II. CONCLUSION

Parenting management training is one of the most widely used interventions aimed at improving parenting skills. Parent management training needs to be provided based on the ecological model of the family process which addresses the extra-familial as well as the inter-familial variables affecting parenting. Parenting intervention show improvement in parental perception and parenting skills, improvement in children's social skills and school adjustment, and reduction in behavioral and attention problems.

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