

Appendix 9. Programs rated as Supported in the REA (data extracted from papers and program rating checklists)

Supported programs were rated as follows on the evidence of effectiveness checklist:

Evidence of effectiveness criteria		Well Supported	Supported	Promising	Emerging	No Effect	Concerning Practice
1.	No evidence of risk or harm	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.	If there have been multiple studies, the overall evidence supports the benefit of the program	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
3.	Clear <u>baseline</u> and <u>post</u> measurement of outcomes for both conditions	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			
4.	At least two RCTs have found the program to be significantly more effective than comparison group. Effect was maintained for at least one study at 1 year follow-up.	<input type="checkbox"/>					
5.	At least one RCT has found the program to be significantly more effective than comparison group. Effect was maintained at 6 month follow-up.		<input checked="" type="checkbox"/>				
6.	At least one study using some form of contemporary comparison group demonstrated some improvement outcomes for the intervention but not the comparison group			<input type="checkbox"/>			

Evidence of effectiveness criteria		Well Supported	Supported	Promising	Emerging	No Effect	Concerning Practice
7.	There is insufficient evidence demonstrating the program's effect on outcomes because: a) the designs are not sufficiently rigorous (criteria 1-6) OR b) the results of rigorous studies are not yet available				<input type="checkbox"/>		
8.	Two or more RCTs have found no effect compared to usual care OR the overall weight of the evidence does not support the benefit of the program					<input type="checkbox"/>	
9.	There is evidence of harm or risk to participants OR the overall weight of the evidence suggests a negative effect on participants						<input type="checkbox"/>

Couple CARE for Parents (CCP)									
Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
Halford, Petch, & Creedy (2010)	To promote positive couple adjustment to parenthood	Basic child care Family relationships	Randomised controlled trial Contemporary alternate treatment Pre-post-follow-up measures	Groups of parents	University based psychology clinic	Number of sessions –1 Duration of sessions – 6 hours Frequency of sessions – once off	Parents (n = 35) Description – women, 20-35 weeks pregnant with their first child and not expecting a multiple birth, in a committed relationship, residing within 50km of the metropolitan area and both partners could read and write English	Parents (n = 36) Description – women, 20-35 weeks pregnant with their first child and not expecting a multiple birth, in a committed relationship, residing within 50km of the metropolitan area and both partners could read and write English	<u>Statistically significant</u> – Significant effects of CCP on conflict and invalidation (6 months after the communication workshop). <u>Descriptive</u> – Relative to the control group, CCP produced large declines in negative communication. CCP prevented decline in women’s but not men’s relationship adjustment and self-regulation. There was no difference between alternate treatment and CCP on parenting stress CCP couples had higher consumer satisfaction than alternate treatment couples. <u>Maintenance of effect</u> – The gains were maintained at follow-up (12 months postpartum).
				Individual parents	Home	Number of sessions – 5 Duration of sessions – 45 minutes to 1.5 hours Frequency of sessions – not indicated Total duration of program – 6 months	Sex – F = 100% Age – female mean = 29 years; male mean = 31 years	Sex – F = 100% Age – female mean = 29 years; male mean = 31 years	

Gifted and Talented Triple P									
Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
Morawska & Sanders (2009)	To improve parenting styles, child behavioural and emotional problems and family adjustment	Parent-child relationship Child behaviour Family relationships	Randomised controlled trial Waitlist Pre, post, follow-up (6 months) measures	Groups of parents	Not indicated	Number of sessions – 5 Duration of sessions – 2 hours Frequency of sessions – weekly	<u>Parents</u> (n = 37) Demographics are for the whole sample Description – parents reported concerns about their child’s behaviour and parenting Sex – F = 90.7%	<u>Parents</u> (n = 38) Demographics are for the whole sample Description – parents reported concerns about their child’s behaviour and parenting Sex - F = 90.7%	<u>Statistically significant</u> – Results indicated significant intervention effects for the number and frequency of parent reported child behaviour problems, as well as hyperactivity in the intervention group, relative to a waitlist control. Parents also reported significant improvements in their own parenting style, including less permissiveness, harshness and verbosity when disciplining their child. <u>Maintenance of effect</u> – These effects were maintained over the 6 month follow-up period. <u>Descriptive</u> – No intervention effects were evident for teacher reports, except for a trend in relation to hyperactivity.
				Individual parents		Telephone			
				Groups of parents	Not indicated	Number of sessions – 1 Duration of sessions – 2 hours Frequency of sessions – once Total duration of program – 9 weeks	Age – mean = 7.81 years	Age – mean = 7.81 years	

Group Lifestyle Triple P									
Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
West, Sanders, Cleghorn & Davies (2010)	To reduce children's risk of chronic weight problems by increasing parents' skills and confidence in managing children's weight-related behaviour	Safety and physical wellbeing Child behaviour	Cluster randomised controlled trial Waitlist Pre-post-follow-up (12 months) measures	Group of parents	University family and child psychology clinic, a hospital and primary schools	Number of sessions – 9 Duration of sessions – 90 minutes Frequency of sessions – not indicated	<u>Parents</u> (n = 52) Sex – F = 51 Age – mean age = 39.08 years <u>Children</u> (n = 52) Description – overweight children	<u>Parents</u> (n = 49) Sex – F = 47 Age – mean = 40.35 years <u>Children</u> (n = 49) Description – overweight children	<u>Statistically significant</u> – Significant reductions in child BMI z score and weight-related problem behaviour. <u>Maintenance of effect</u> – All short term intervention effects were maintained at 1-year follow-up assessment with additional improvements in child body size. <u>Descriptive</u> – At the end of the intervention, parents reported increased confidence in managing children's weight-related behaviour, and less frequent use of inconsistent or coercive parenting practices.
				Individual parents	Telephone	Number of sessions – 3 Duration of sessions – 20 minutes Frequency of sessions – not indicated Total duration of program – 12 weeks	Sex – F = 36 Age – mean = 8.58 years	Sex – F = 32 Age – mean = 8.50 years	

Hassle-free shopping (brief parent group discussion based on Triple P)

Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
Joachim, Sanders and Turner (2009)	To prevent behaviour problems during shopping trips and in other settings	Child behaviour Parent-child relationships	Randomised controlled trial Waitlist control Pre-post-follow-up measures	Groups of parents	Not indicated	Number of sessions – 1 Duration of sessions – 2 hours Frequency of sessions – once Total duration of program – 2 hours	<p><u>Parents</u> (n = 26) Description – parents of children showing behaviour problems during shopping trips Sex – F = 96.3% Age – mean = 33.46</p> <p><u>Children</u> (n = 26) Description – children with behaviour problems when shopping Sex – M = 53.8% Age – mean = 3.23 years</p>	<p><u>Parents</u> (n = 20) Description – parents of children showing behaviour problems during shopping trips Sex – F = 95% Age – mean = 34.2 years</p> <p><u>Children</u> (n = 20) Description – children with behaviour problems when shopping Sex – M = 65% Age – mean = 3.3 years</p>	<p><u>Statistically significant</u> – A significant intervention effect on parent reported child behaviour was found with parents in the intervention reporting lower score for behaviour intensity and problem at post compared with pre, with no improvements for the control group. Significantly fewer problematic shopping trips were also reported by intervention parents after the program, while there were no improvements for the controls. Significant intervention effects were also found for dysfunctional parenting style, and the behavioural self-efficacy and setting self-efficacy of parental confidence. Significantly fewer intervention children had clinical levels of behavioural intensity power intervention and significantly fewer intervention parents had clinical scores for total parenting style and self-efficacy.</p> <p><u>Maintenance of effect</u> – Improvements on child behavioural intensity and behaviour were maintained at 6 months, as was parenting self-efficacy. The significant reduction in problematic shopping trips was also maintained.</p>

Hassle-free shopping (brief parent group discussion based on Triple P)									
Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
									<p><u>Non-significant</u> – No significant effect was observed for inter-parental conflict over parenting issues or for parental adjustment. Improvements in parenting style were not maintained at 6 months.</p> <p><u>Descriptive</u> – Intervention parents reported a high levels of satisfaction with the program.</p>

Hendrie & Golley (2011)									
Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
Hendrie & Golley (2011)	To improve dietary intakes and health outcomes of changing dairy foods consumed by children from regular to reduced fat varieties	Safety and physical wellbeing	Cluster randomized trial Contemporary alternate treatment Pre-post-follow-up (24 weeks) measures	Group of parents	CSIRO Food and Nutritional Sciences Clinic	Number of sessions – 3 Duration of sessions – 30 minutes Frequency of sessions – monthly Total duration of program – 12 weeks	<u>Parents</u> (n = 76) Sex - F = 85.4% <u>Children</u> (n = 76) Description – healthy children (4-13 years of age) who are regular-fat dairy consumers Sex – M = 57.9% Age – mean = 8.60 years	<u>Parents</u> (n = 69) Sex - F = 88.9% <u>Children</u> (n = 69) Description – healthy children (4-13 years of age) who are regular-fat dairy consumers Sex – M = 62.3% Age – mean = 9.47 years	<p><u>Statistically significant</u> – LDL-cholesterol concentration was 0.15mmol/L lower in the intervention group at week 24 than the comparison group.</p> <p>Saturated fat intakes were 3.3 percentage points lower in the intervention group at week 24 than in the comparison group.</p> <p><u>Non-significant</u> – There were no significant group differences in total energy or adiposity measures.</p> <p><u>Descriptive</u> – There were no group differences in overall dairy intakes.</p> <p>Pentadecanoic acid concentrations were lower at week 12 but not at week 24. LDL-cholesterol concentrations were not different at week 12.</p> <p>Regular-fat dairy group decreased from 88% to 14% of dairy intake in the intervention group.</p> <p>Calcium, magnesium and carbohydrate intakes were higher in the intervention group than in the comparison group; retinol intakes were lower in the intervention group than in the comparison group; and overall vitamin A intakes were similar between groups.</p>

Indigenous Group Triple P									
Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
Turner, Richards & Sanders (2007)	To promote positive, caring relationships between parents and their children and to help parents develop effective management strategies for dealing with a variety of common behaviour problems and developmental issues	Parent-child relationship Child behaviour Child development	Randomised controlled trial Waitlist Pre-post-follow-up (6 months) measures	Groups of parents	Not indicated	Number of sessions – 6 Duration of sessions – 1.5-2 hours for the first session; 2-2.5 hours for subsequent group sessions Frequency of sessions – not indicated	<u>Parents</u> (n = 26) Description – Indigenous families where the primary caregiver had concerns about their child’s behaviour or their own parenting skills Sex – F = 88.0% Age – mean = 34.52 years <u>Children</u> (n = 26) Description – children were at risk of, but not yet displaying severe pathology. Children aged between 1 and 13 years Sex – M = 65.4% Age – mean = 6.17 years	<u>Parents</u> (n = 25) Description – Indigenous families where the primary caregiver had concerns about their child’s behaviour or their own parenting skills Sex – F = 92.0% Age – mean = 34.52 years <u>Children</u> (n = 25) Description – children were at risk of, but not yet displaying severe pathology. Children aged between 1 and 13 years Sex – M = 64.0% Age – mean = 5.52 years	<p><u>Statistically significant</u> – Parents attending Group Triple P reported a significant decrease in rates of problem behaviour and less reliance on some dysfunctional parenting practices following the intervention in comparison to waitlist families.</p> <p>The programme also led to greater movement from the clinical range to the non-clinical range for mean child behaviour scores on all measures.</p> <p><u>Maintenance of effect</u> – Effects were primarily maintained at 6 month follow-up.</p>
				Individual parents		Home	Number of sessions – 2 Duration of sessions – 30-40 minutes Frequency of sessions – not indicated Total duration of program – 8 weeks		

Intensive Lifestyle Education, plus Triple P									
Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
Golley, Magarey, Baur, Steinbeck &, Daniels (2007)	Aims to promote parental competence to manage their child's behaviour	Child behaviour Parent-child relationship Safety and physical wellbeing	Randomised controlled trial Waitlist Pre-post-follow-up (12 months) measures Two interventions: 1) Triple P (P) 2) Triple P+intensive lifestyle education (P+DA)	Triple P (P)	Triple P (P)	Triple P (P)	Triple P (P) <u>Parents</u> (n = 37) <u>Children</u> (n = 37) Description – overweight 6-9 year old prepubertal children Sex – M = 13 Child age demographics are for the whole sample	<u>Parents</u> (n = 36) <u>Children</u> (n = 36) Description – overweight 6-9 year old prepubertal children Sex – M = 13 Child age demographics are for the whole sample Age – mean = 8.2 years	Statistically significant – All three groups had a significant reduction in BMI z score over 12 months. Waist circumference z score fell significantly over 12 months in both intervention groups but not in the control group. Boys in the intervention groups had significant reductions in both BMI and waist circumference z scores, which were not observed for girls or the wait listed controls. <u>Maintenance of effect</u> – Gains were maintained at 12 months <u>Non-significant</u> – There was no statistical significance between groups for BMI z scores. <u>Descriptive</u> – After 12 months, the BMI z score was reduced by ~10% with parenting-skills training plus intensive lifestyle education versus ~5% with parenting-skills training alone or wait-listing for intervention. BMI z score decreased over 12 months in double the number of children in the P+DA group compared with the P intervention or intervention wait list group.
				Groups of parents	Hospital	Number of sessions – 4 Duration of sessions – 2 hours Frequency of sessions – weekly			
				Individual parents	Telephone	Number of sessions – 4 Duration of sessions – 15-20 minutes Frequency of sessions – weekly			
				Individual parents	Telephone	Number of sessions – 3 Duration of sessions – 15-20 minutes Frequency of sessions – monthly			

Intensive Lifestyle Education, plus Triple P									
Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
						Total duration of program – not indicated			
				Triple P+ intensive lifestyle education (P+DA) As above	Triple P+ intensive lifestyle education (P+DA) As above	Triple P+ intensive lifestyle education (P+DA) As above	Triple P+ intensive lifestyle education (P+DA) <u>Parents</u> (n = 38) <u>Children</u> (n = 38)		
				Groups of parents	Hospital	Number of sessions – 7 Duration of sessions – not indicated Frequency of sessions – every 2 weeks at first then monthly Total duration of program – not indicated	Description – overweight 6-9 year old prepubertal children Sex – M = 14 Child age demographics are for the whole sample Age – mean = 8.2 years		

Kennedy, Rapee & Edwards (2009)									
Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
Kennedy, Rapee, & Edwards (2009)	Aims to teach parents to reduce their child's anxiety using strategies such as graded exposure, contingency management, parent training and parent anxiety management	Child behaviour	Randomised controlled trial Waitlist Pre-post-follow-up (6 months) measures	Groups of parents	Not indicated	Number of sessions – 8 Duration of sessions – 90 minutes Frequency of sessions – weekly	<u>Parents</u> (n = 35) <u>Children</u> (n = 35) Description – high scores on behavioural inhibition and at least one parent with a diagnosis of an anxiety disorder Sex – F = 58% Age – mean = 48.4 months	<u>Parents</u> (n = 36) <u>Children</u> (n = 36) Description – high scores on behavioural inhibition and at least one parent with a diagnosis of an anxiety disorder Sex – F = 51% Age – mean = 45.8 months	<u>Statistically significant</u> – The intervention group showed a significantly greater reduction in anxiety disorders and less interference from their anxiety than the wait list. <u>Maintenance of effect</u> – Gains were maintained at 6 months follow-up. <u>Descriptive</u> – Children in the intervention condition showed greater reductions in parent and laboratory observed measures of behavioural inhibition.
				Individual parents		Telephone			

Khan, O' Meara, Stevermuer & Henry (2004)

Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
Khan, O'Meara, Stevermuer & Henry (2004)	To improve the skills of parents to recognise and avoid triggers to use written asthma action plans and medication at the time of crisis, and to seek help appropriately	Safety and physical wellbeing	Randomised controlled trial Contemporary usual care Pre -follow-up (6 months) measures	Individual parents	Telephone	Number of sessions – 1 Duration of sessions – 5-44 minutes (average = 13 minutes) Frequency of sessions – once off Total duration of program – length of telephone consultation	<u>Parents</u> (n = 136) Sex - not indicated Age – not indicated <u>Children</u> (n = 136) Description – children included were those who were discharged from the Emergency Department with asthma Sex – not indicated Age - not indicated	<u>Parents</u> (n = 130) Sex - not indicated Age – not indicated <u>Children</u> (n = 130) Description – children included were those who were discharged from the Emergency Department with asthma Sex – not indicated Age – not indicated	<u>Statistically significant</u> – At follow-up the intervention group children were significantly more likely than controls to possess a written asthma action plan. Both intervention and control groups showed significant decreases in asthma symptoms. <u>Descriptive</u> – Possession of action plans increased from baseline in the intervention group but tended to decrease in the control group. Use of action plans was greater in the intervention group but decreased from baseline in both groups The intervention did not improve the primary outcome of wheeze in the last 3 months. However it increased the possession and regular use of written asthma action plans in the intervention group.

Morawska, Haslam, Milne & Sanders (2011)- brief parent group discussion based on Triple P

Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
Morawska, Haslam, Milne and Sanders (2011)	To increase parents' skills in promoting social, emotional, behaviour competent in children; reduce parents' use of coercive and punitive methods of discipline; improve communication about parenting; reduce parental stress	Child behaviour Parent-child relationship Family relationships	Randomised controlled trial Waitlist Pre-post-follow-up measures (follow-up for intervention only)	Groups of parents	Not indicated	Number of sessions – 1 Duration of sessions – 2 hours Frequency of sessions – once	<u>Parents</u> (n = 33) Description – parents concerned their child's disobedience Sex – for entire parent sample – female = 66 Age – mean = 35.91 years	<u>Parents</u> (n = 34) Description – parents concerned their child's disobedience Sex – for entire parent sample – F = 66 Age – mean = 36.68 years	<u>Statistically significant</u> – Significant pre to post decrease in parent reported child behaviour problems in the intervention but not the control group. Significant pre to post decrease in the use of dysfunctional parent styles in intervention group compared to the controls. Parents in intervention also felt more confident in relation to managing specific behaviours, compared with controls. There was a significant pre to post improvement in intervention parents' relationship with their partner, compared with controls. Significantly more parents in the intervention reported that their child's behaviour improved from pre to post, compared to controls and significantly more intervention parents' than controls attributed this improvement to their own parenting. Significant pre to post improvement in the proportion of intervention children with clinical levels of behaviour problem and intensity and parents with clinical score for parenting style, compared to controls.
				Individual parents	Telephone	Number of sessions – 1 Duration of sessions – 2 hours Frequency of sessions – once Total duration of program – 2 hours	<u>Children</u> (n = 33) Description – target child of enrolled parent Sex – M = 57.6% Age – mean = 3.76 years	<u>Children</u> (n = 34) Description – target child of enrolled parent Sex – M = 52.9% Age – mean = 3.5 years	

Morawska, Haslam, Milne & Sanders (2011)- brief parent group discussion based on Triple P

Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
									<p><u>Maintenance of effect</u> – Intervention group improvements were maintained at 6 months for the following – child behaviour intensity and problem, parenting style and confidence, parenting experience and partner support.</p> <p><u>Non-significant</u> – There were no changes in parent’s perception of attachment as result of the intervention. The intervention had no effect on parents’ confidence with managing behaviour in different settings. The intervention had no effect on the parenting experience.</p> <p><u>Descriptive</u> – Overall, parent satisfaction with the program was high.</p>

NOURISH									
Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
Daniels, Mallan, Battistutta, Nicholson, Perry, & Magarey (2012)	To reduce childhood obesity risk	Safety and physical wellbeing	Randomised controlled trial Contemporary usual care Pre-mid-post-follow-up (6 months) measures	Module 1 commencing when the infants were 4-6 months	Child health centres	Number of sessions - 6 Duration of sessions - 1-1.5 hours Frequency of sessions – fortnightly	<u>Parents</u> (n = 352) Description – first time mothers with healthy term infants Sex – F = 100% Age – age at delivery = 30.2 years	<u>Parents</u> (n = 346) Description – first time mothers with healthy term infants Sex – F = 100% Age – age at delivery = 29.9 years	<p><u>Statistically significant</u> – At follow-up the control group had higher BMI-for-age-z score and were more likely to show rapid weight gain from baseline to follow-up.</p> <p>Mothers in the control group were more likely to report using non-responsive feeding practices that fail to respond to infant satiety cues such as encouraging eating by using food as a reward or using games</p> <p><u>Descriptive</u> – At 14 months of age reduced growth-related indicators of future obesity risk were reported in the intervention group.</p> <p>At 14 months of age, with the exception of length, all the anthropometric variables were consistently lower in the intervention group.</p>
				Module 2 commencing when the infants were 13-15 months	Child health centres	Number of sessions – 6 Duration of sessions – 1-1.5 hours Frequency of sessions – fortnightly Total duration of program - not indicated	<u>Children</u> (n = 352) Sex – F = 181 Age – age at baseline = 4.3 months	<u>Children</u> (n = 346) Sex – F = 173 Age – age at baseline = 4.3 months	

Parent-child interaction therapy (PCIT)									
Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
Phillips, Morgan, Cawthorn, Barnett (2008)	Treatment of behaviourally disordered preschool-aged children	Child behaviour Parent-child relationship	Non-controlled trial Pre-post measures	Parents (unclear if individual or group)	Toddler clinic	Number of sessions – 1 Duration of sessions – not indicated Frequency of sessions – once Total duration of program – not indicated	Parents (n = 43) Description – referred for treatment of disruptive child behaviours Sex – F = 100% Age – mean = 32.6 years, range = 19 – 41 years Children (n = 43) Description – children with disruptive behaviours Sex – M = 67.4% Age – mean = 33.8 months Range = 19 -52 months	None	<p><u>Statistically significant</u> – Significant improvements pre to post in behaviour intensity and problem, maternal anxiety, depression and stress. Significant pre to post changes in proportion of families with clinical levels on parenting stress, behaviour internalising and externalising, behaviour intensity and problem.</p> <p><u>Non-significant</u> – No significant changes in proportion of parents with clinical levels of depression, anxiety or stress.</p> <p><u>Descriptive</u> – High levels of satisfaction with the program were reported by parents.</p>
				Parent-child dyads (unclear if individual or group)	Toddler clinic	Number of sessions – not indicated Duration of sessions – not indicated Frequency of sessions – not indicated Total duration of program – individually tailored			

Parent-child interaction therapy (PCIT)									
Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
				Individual families	Home	Number of sessions – not indicated Duration of sessions – not indicated Frequency of sessions – not indicated Total duration of program – individually tailored			

Parent-child interaction therapy (PCIT)									
Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
Nixon, Sweeney, Erickson, Touyz (2004)	To improve child-parent relationships and provide parents with skills to manage disruptive behaviour	Child behaviour Parent-child relationship	Randomised controlled trial Pre-post-follow-up measures (no follow-up for waitlist). Four conditions 1. Standard program 2. Abbreviated program 3. waitlist 4. social validity (SV)	Standard program Individual parents	Standard program Not indicated	Standard program Number of sessions – 12 Duration of sessions – 1-2 hours Frequency of sessions – weekly Total duration of program – 15.5 hours	Standard program <u>Parents</u> (n = 17) Description – parents of behaviourally disturbed preschoolers Age – mother’s mean age = 34.73 years; father’s mean age = 37 years <u>Children</u> (n = 22) Description – children with behavioural problems Sex – M = 18 Age – mean = 47.36 months	Waitlist <u>Parents</u> (n = 17) Description – parents of behaviourally disturbed preschoolers <u>Children</u> Description – children with behavioural problems	<u>Statistically significant</u> – Reported elsewhere. <u>Maintenance of effect</u> – Pre-treatment to 1 year follow-up significant effects maintained for both treatment groups. Significantly more praise from mothers in abbreviated program than in standard program at 1 year. <u>Non-significant</u> – No significant decrease in child deviant behaviour in observations for standard program. No significant difference from pre to follow-up in mother critical statements, children’s compliance and deviant behaviour. No clinically significant differences between groups at follow-up, although more improvements were seen for the standard program families

Parent-child interaction therapy (PCIT)									
Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
				Abbreviated program Individual parents	Abbreviated program Face to face location not indicated Videos of some sessions to watch at home Telephone	Abbreviated program Number of sessions – 5 face to face and 5 phone calls Duration of sessions – 1-2 hours for face to face and 30 minutes for phone calls Frequency of sessions – not indicated Total duration of program – 9.5 hours	Abbreviated program Parents (n = 20) Description – parents of behaviourally disturbed preschoolers Age – mother’s mean age = 33.85; father’s mean age = 36 years Children (n = 27) Description – children with behavioural problems Sex – M = 18 Age – mean = 48.3 months	Social validity Parents (n = 21) Description – parent of children with no behavioural problems Age – mother’s mean age = 35.52; father’s mean age = 38.05 Children Sex – M = 15 Age – mean = 44.71 months	

Parent Education and Behavior Management (PEBM)									
Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
Tonge, Brereton, Kiomall, Mackinnon, King & Rinehart (2006)	To improve the mental health and adjustment of parents with preschool children recently diagnoses with autistic disorder	Child behaviour	Randomised controlled trial Contemporary control Pre-post-follow-up (6 months) measures	Groups of families	Not indicated	Number of sessions –10 Duration of sessions – 90 minutes Frequency of sessions – fortnightly	<u>Parents</u> (n = 35) Description – parents of children with autism Sex – not indicated Age – not indicated <u>Children</u> Age -2.5-5 years old	<u>Parents</u> control (n = 35); alternate treatment (n = 35) Description – parents of children with autism Sex – not indicted Age – not indicated <u>Children</u> Age – 2.5-5 years old	<u>Statistically significant</u> – Both treatments resulted in significant and progressive improvement in overall mental health at follow-up and mental health significantly improved over time in the 54% of principal caregivers who had the highest levels of mental health problems. <u>Maintenance of effect</u> – Gains were maintained at 6 months follow-up <u>Descriptive</u> – The parent education and behaviour management intervention was effective in alleviating a greater percentage of anxiety, insomnia, and somatic symptoms and family dysfunction than parent education and counseling at 6 months follow-up.
				Individual families	Not indicated	Number of sessions – 10 Duration of sessions – 60 minutes Frequency of sessions – fortnightly Total duration of program – 20 weeks			

Parenting Preschools Programme									
Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
Elliot, Merrigan, Ballinger (2002)	To improve child pre-reading skills and parent behaviour management skills (see design for conditions)	Child behaviour Child development Parent-child relationship	Cluster randomised controlled trial Pre-post-follow-up measures Four conditions: 1.Sound Foundations pre-reading program 2.Parenting Preschoolers Programme 3.both interventions 4.no intervention	Sound Foundations Pre-reading program only Groups of children	Sound Foundations Pre-reading program only Preschools and schools	Sound Foundations Pre-reading program only Number of sessions – not indicated Duration of sessions – not indicated Frequency of sessions – not indicated Total duration of program – not indicated	Sound Foundations Pre-reading program only Parents (n = 164) Description – parent of preschool children <u>Children</u> (n = 164) Demographics for entire sample Description – preschool children Sex – M = 54.2% Age – mean = 57 months	Parents (n = 122) Description – parent of preschool children <u>Children</u> (n = 122) Demographics for entire sample Description – preschool children Sex – M = 54.2% Age – mean = 57 months	<u>Statistically significant</u> – Significantly lower post scores on parent reported anxious-fearful factor for combined group only. Teacher reports from pre to post indicated that children in the pre-reading group had significantly higher hostile-aggressiveness and hyperactive-distractible scores compared to the controls. <u>Maintenance of effect</u> – At 1 year follow-up there was a significant difference between groups on anxious-fearful subscale, with combined group having lowest and parenting group have highest scores. The difference between these two groups was significant at 1 year but not by 2 years. At 2 years, the combined group had significantly lower hyperactive-distractible scores than the control group. Teacher reports of group differences were not maintained. <u>Non-significant</u> – No significant differences on parent reports of behaviour at pre test. No significant differences between groups over time on parent reports of child behaviour. No effect was found for either the pre-reading or parenting groups on academic performance.
				Parenting preschoolers program only Groups of parents			Parenting preschoolers program only Preschools		

Parenting Preschools Programme									
Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
						Total	Description – preschool children Sex – M = 54.2% Age – mean = 57 months		
				Individual parents	Preschools and telephone	duration of program – not indicated Number of sessions – 3 Duration of sessions – not indicated Frequency of sessions – not indicated Total duration of program – not indicated			
				Both reading and parenting program	Both reading and parenting program Not indicated	Both reading and parenting program Number of sessions – not indicated Duration of sessions – not indicated Frequency of sessions – not indicated	Both reading and parenting program <u>Parents</u> (n = 25) Description – parent of preschool children <u>Children</u> (n = 24) Demographics for entire sample Description – preschool children		

Parenting Preschools Programme									
Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
						indicated Total duration of program – not indicated	Sex – M = 54.2% Age – mean = 57 months		

Parents Under Pressure									
Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
Dawe, & Harnett (2007)	Targets multiple domains of family functioning including the psychological functioning of individuals in the family, parent-child relationships and social contextual factors	Parent-child relationships Family relationships Safety and physical wellbeing Child behaviour	Randomised controlled trial Contemporary usual care and alternate treatment Pre-post, follow-up measures	Individual family	Home	Number of sessions – 10 Duration of sessions – 1-2 hours Frequency of sessions – weekly Total duration of program – 10-12 weeks	<u>Parents</u> (n = 22) Description – on methadone maintenance and have at least one child aged between 2 and 8 years Sex – M = 86% Age – mean = 30 years	<u>Parents</u> - alternate treatment (n = 23); usual care (n = 19) Description – on methadone maintenance and have at least one child aged between 2 and 8 years Sex – M = 86% Age – mean = 30 years	<u>Statistically significant</u> – Those receiving the PUP program showed significant reductions in parenting stress, child abuse potential, methadone dose, and child behaviour problems. For the standard group there was a significant worsening on the measure of child abuse potential. For the alternative treatment group there was a significant reduction in abuse potential over time. <u>Maintenance of effect</u> – Post-treatment changes were maintained in the PUP group at 6 months follow-up. <u>Non-significant</u> – For the intervention group there was no significant increase in child prosocial scores. <u>Descriptive</u> – For both control groups, there were no changes for parenting stress, child abuse potential, methadone dose, child behaviour on total problem score and prosocial score. There were no changes in parental substance use scores across time for any group.

Parents Under Pressure									
Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
Frye & Dawe (2008)	As above	As above	Non-controlled trial Pre-post and follow-up measures	As above	Women's place of residence (i.e., in custody or within the community)	As above	<p><u>Parents</u> (n = 12)</p> <p>Description – women involved in the criminal justice system that were living or intended to live with a child over 18 months. All women reported a history of sexual and physical abuse, domestic violence, histories of drug or alcohol dependence with poor educational attainment and reliance on government benefits at the time of the current offence.</p> <p>Sex – F = 100%</p> <p>Age – mean = 30.2 years</p> <p><u>Children</u> (n = 12)</p> <p>Age – mean = 5.6 years</p>	None	<p><u>Statistically significant</u> – Program participation was associated with significant lifestyle improvements in particular maternal emotional wellbeing, parent-child functioning, levels of stress experienced in the parenting role, as well as significant improvements in child behaviour outcomes.</p> <p><u>Maintenance of effect</u> – The gains appeared to be maintained in the short term (i.e., 3 month follow-up).</p>

PRAISE parenting program (also called DIET) as part of Hunter Illawarra Kids Challenge Using Parent Support (HIKCUPS) study

Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
Burrows, Cliff, Colyvas, Warren, Steele & Baur (2011)				SHARK Groups of children	SHARK Community setting	SHARK Number of sessions – 10 Duration of sessions – 2 hours Frequency of sessions – weekly Total duration of program – 6 months	SHARK <u>Children</u> (n = 58) Description – overweight or obese children Sex – F = 35 Age – mean = 8.1		greatest reduction for the PRAISE compared to the SHARK group. Reductions in BMI z scores for all groups were maintained at 12 months. <u>Non-significant</u> – No significant difference in reduction of energy intake between groups overtime. No changes in vegetable consumption. Non significant improvements at 12 months on athletic competence for the combined group and the SHARK group. No significant differences between groups at follow-up for physical activity. No significant differences between groups on screen time. No significant group by time interaction for waste circumference. No differences between groups at 6 or 12 months on metabolic outcomes <u>Descriptive</u> – Greater improvements in movement skill proficiency at 6 months for the SHARK and combined groups compared to the PRAISE group
				Individual parent-child dyads	Home	Number of sessions – 27 Duration of sessions – 30 minutes Frequency of sessions – 3 times a week Total duration of program – 9 weeks			

PRAISE parenting program (also called DIET) as part of Hunter Illawarra Kids Challenge Using Parent Support (HIKCUPS) study

Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
				Groups of parents	Not indicated	Number of sessions – 1 Duration of sessions – not indicated Frequency of sessions – once Total duration of program – not indicated			
				Individual parents	Telephone	Number of sessions – 3 Duration of sessions – not indicated Frequency of sessions – monthly Total duration of program – 3 months			

PRAISE parenting program (also called DIET) as part of Hunter Illawarra Kids Challenge Using Parent Support (HIKCUPS) study									
Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
				Combined	Combined	Combined	Combined Children (n = 57) Description – overweight or obese children Sex – F = 30 Age – mean = 7.8		

Rapee, Kennedy, Ingram, Edwards, & Sweeney (2005); Rapee, Kennedy, Ingram, Edwards, & Sweeney (2010)									
Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
<p>Rapee, Kennedy, Ingram, Edwards, & Sweeney (2005)</p> <p>Rapee, Kennedy, Ingram, Edwards & Sweeney (2010)</p>	To prevent the development of anxiety in preschool children	Child behaviour	<p>Randomised controlled trial</p> <p>Contemporary no treatment control</p> <p>Pre- follow-up (1 year and 3 years) measures</p>	Groups of parents	Not indicated	<p>Number of sessions –6</p> <p>Duration of sessions – 90 minutes</p> <p>Frequency of sessions – weekly for the first four, with the fifth session being 2 weeks later and the sixth session being 1 month after that.</p> <p>Total duration of program – 10 weeks</p>	<p><u>Parents</u></p> <p>Age – mothers mean age = 35.0 years; fathers mean age = 37.9 years</p> <p><u>Children</u> (n = 73)</p> <p>Description – children with a high number of withdrawn/inhibited behaviours aged 36-62 months</p> <p>Sex – F = 60%</p> <p>Age –mean = 47.3 months</p>	<p><u>Parents</u></p> <p>Age – mothers mean age = 35.0 years; fathers mean age = 37.5 years</p> <p><u>Children</u> (n = 73)</p> <p>Description – children with a high number of withdrawn/inhibited behaviours aged 36-62 months</p> <p>Sex – F = 49%</p> <p>Age – mean = 46.1 months</p>	<p><u>Statistically significant</u> – Children whose parents were allocated to the education condition showed a significantly greater decrease in anxiety diagnoses at 12 months relative to those whose parents received no intervention.</p> <p>By the time the children reached middle childhood, at risk children whose parents had received a brief intervention when the children were at preschool age were significantly less likely to display anxiety disorders or report symptoms of anxiety than similar children whose parents had not received the intervention.</p> <p><u>Maintenance of effect</u> – Gains were reported at 1 year and 3 year follow-ups</p> <p><u>Non-significant</u> – There were no significant effects demonstrated on measures of inhibition/withdrawal</p>

Resilient Families Intervention									
Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
Shortt, Hutchinson, Chapman & Toumbourou (2007) Yuen and Toumbourou (2011)	To improve parental mental health and family functioning and prevent adolescent substance abuse	Child behaviour Parent-child relationship Family relationships	Cluster randomised controlled trial Contemporary usual care Pre-post-follow-up measures	Groups of children	Not indicated	Number of sessions – not indicated Duration of sessions – not indicated Frequency of sessions – not indicated Total duration of program – not indicated	Demographics are for the entire sample <u>Parents</u> (n = 1166) Description – parents of year 7 students Sex – F = 88% Age – less than 37 = 12% <u>Children</u> (n = 2315) Description – students in year 7 Sex – F = 57% Age – mean = 12.3 years	Demographics are for the entire sample <u>Parents</u> (n = 1166) Description – parents of year 7 students Sex – F = 88% Age – less than 37 = 12% <u>Children</u> (n = 2315) Description – students in year 7 Sex – F = 57% Age – mean = 12.3 years	<u>Statistically significant</u> – Student’s exposure to the intervention predicted significant increases in high family attachment and high school rewards at post. Students exposed to the intervention were significantly less likely to report school absences but more likely to report anxiety. Parent attendance at the brief intervention significantly reduced low academic grades and being bullied at post but resulted in significantly more adolescent aggression toward parents. Students whose parents attended PACE were more than twice as likely as their peers to report improvements in problem solving at post. Parents in the intervention group that attended either the brief parent education or the PACE program showed significant improvements in mental health from pre to post, compared to intervention parents who did not attend parent education and compared to parents in control schools. <u>Maintenance of effect</u> – Significant gains in mental health for intervention group parents that attended parent education were maintained at 4 years follow-up.
				Group of parents (brief intervention)		Not indicated			

Resilient Families Intervention									
Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
				Groups of parents (PACE program)	Not indicated	Number of sessions – 8 Duration of sessions – 2 hours Frequency of sessions – not indicated Total duration of program – 16 hours			<p><u>Non-significant</u> – No significant differences on mental health between parents in intervention and controls. No significant changes in family conflict. When analyses were adjusted for outlying cases of high parental anxiety and depression, reduction overtime in family cohesion was found to not be significant. Similarly improvements in parental mental health were no longer significant.</p> <p><u>Descriptive</u> – Family cohesion reduced and family conflict was stable overtime for intervention parents who attended parent education.</p>

Teen Triple P									
Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
Stallman & Ralph (2007)	Designed to provide parents with strategies to enable them to continue promoting their teenager's development whilst managing the emotions and increased needs for freedom of adolescents	Child development Child behaviour Parent-child relationship	Randomised controlled trial Waitlist Pre-post-follow-up (3 months) measures Two interventions 1) Self-directed Teen Triple P (standard) 2) Self-directed Teen Triple P with minimal therapist support (enhanced)	Standard Individual parents	Standard Home	Standard Number of sessions –10 Duration of sessions – N/A Frequency of sessions – weekly Total duration of program – 10 weeks	Standard <u>Parents</u> (n = 18) Description – parents of early adolescence (aged 12-14 years) who reported experiencing difficulties with their adolescent's behaviour Sex – F = 94% (for the whole sample) Age – mother's mean age = 41.92 years, father's mean = 43.46 years <u>Children</u> (n = 18) Sex – M = 61.1% Age – mean = 12.22 years	Parents (n = 16) Description – parents of early adolescence (aged 12-14 years) who reported experiencing difficulties with their adolescent's behaviour Sex – F = 94% (for the whole sample) Age – mother's mean age = 40.79 years, father's mean = 44.43 years <u>Children</u> (n = 16) Sex – M = 56.3% Age – mean = 12.19 years	<p><u>Statistically significant</u> – At post intervention parents in the enhanced condition reported significantly fewer adolescent behavioural problems and less use of over-reactive parenting strategies than parents in either the standard or waitlist conditions.</p> <p>The intervention effects were clinically significant with parents in the enhanced condition reporting greater clinically meaningful change, moving into non-clinical range post intervention.</p> <p>The standard group was significantly different from the waitlist condition on impact.</p> <p><u>Maintenance of effect</u> – Improvements were maintained at 3 month follow-up.</p> <p><u>Non-significant</u> – The standard group was not significantly different from either group on burden of problem behaviour and parental over-reactivity.</p>
							Enhanced As above		

Teen Triple P									
Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
				Individual parents	Telephone	Number of sessions – 10 Duration of sessions – 5-20 minutes Frequency of sessions – weekly Total duration of program – 10 weeks	behaviour Sex – F = 94% (for the whole sample) Age – mother’s mean age = 43.21 years, father’s mean age = 46.17 years <u>Children</u> (n = 17) Sex – M = 64.7% Age – mean = 12.41 years		

Teen Triple P									
Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
Ralph & Sanders (2004)	Addresses issues that might lead to severe adolescent antisocial behaviour. Teen Triple P targets parenting risk factors such as: harsh, coercive discipline styles; parent-teenager conflict and communication difficulties; parental monitoring of teenagers' activities; parental depression; and marital conflict	Child behaviour Child development Parent-child relationship Family relationships	Cluster randomised controlled trial Waitlist Pre-post-follow-up (6 months) measures	Groups of parents	Not indicated	Number of sessions – 4 Duration of sessions – 2 hours Frequency of sessions – weekly	<u>Parents</u> (n = 78) Description – parents with 12-13 year-old children living in low socioeconomic areas with high juvenile crime rates Sex – 62 <u>Children</u> (n = not indicated) Age – 12-13 years	<u>Parents</u> (n = not indicated) Description – parents with 12-13 year-old children living in low socioeconomic areas with high juvenile crime rates <u>Children</u> (n = not indicated) Age – 12-13 years	<u>Statistically significant</u> – There were significant reductions in a variety of risk factors, including parent-teenager conflict, parenting styles, parental conflict over parenting strategies and parental beliefs on measures of self-efficacy, self-sufficiency and self management. Significant improvements at post treatment for parental depression, anxiety and stress. Parents who had participated in the group program reported significantly less difficult behaviour and greater confidence than the matched comparison group. <u>Maintenance of effect</u> – Some evidence of improvements still being maintained after six months.
				Individual parents	Telephone	Number of sessions – 4 Duration of sessions – up to 30 minutes Frequency of sessions – weekly Total duration of program – 8 weeks			

Teen Triple P									
Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
Ralph & Sanders (2003)	Aims to prepare parents for their child's transition to the teenage years by focusing on the all-too common difficulties for children (and parents) of making a successful transition to high school	Child behaviour Parent-child relationship Family relationships Child development	Non-controlled trial Pre-post measures	Groups of families	School library	Number of sessions –8 Duration of sessions – 2 hours Frequency of sessions – weekly Total duration of program – 8 weeks	Parents (n = 37) Description – parents with 12-13 year-old children from a high school serving a low socio-economic area Sex – F = 27	None	<p><u>Statistically significant</u> – Participating parents reported significant reductions in conflict with their teenager and on measures of laxness, over-reactivity and disagreements with their partner over parenting issues.</p> <p>Parents reported significant improvements on measures of self-regulation, including self-efficacy, self-sufficiency and self-management and reductions on measures of depression, anxiety and stress.</p>

Tuning in to Kids: Emotionally Intelligent Parenting

Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
Havinghurst, Harley and Prior (2004)	To assist parenting in teaching their preschool children some basic skills in understanding and regulating emotions	Child behaviour Parent-child relationships	Non-controlled trial Pre- post-follow-up measures	Groups of parents	Community centre or kindergarten	Number of sessions – 6 Duration of sessions – 2 hours Frequency of sessions – weekly Total duration of program – 6 weeks	<p><u>Parents</u> (n = 50) Description – parents of children attending preschools in lower to middle class areas Sex – F = 92%</p> <p><u>Children</u> (n = 50) Description – all children, but parents of children with social/behavioural problems encouraged Sex – F = 51% Age – 4-5 years</p>	None	<p><u>Statistically significant</u> – Significant pre to post improvements in all aspects of parenting children’s emotions. Most child behaviour changes were for children with pre behaviour problems – significant improvements for this group on distress reactions, punitive reactions, minimisation reactions, expressive encouragement, emotion-focused responses, and problem-focused responses. Significant pre to post improvements on parent inductive reasoning, warmth and punishment/power assertion. Significant improvement in pre to post parenting efficacy.</p> <p><u>Maintenance of effect</u> – Significant gains continued for emotion-focused responses, problem-focused responses and expressive encouragement. Improvements in parent inductive reasoning, warmth and punishment/power assertion maintained at 3 month follow-up.</p>

Tuning in to Kids: Emotionally Intelligent Parenting

Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
Havighurst, Wilson, Harley, Prior (2009)	To improve parents' emotion responsiveness and coaching skills, as well as increase parents' own emotional competence	Child Behaviour Parent-child relationship	Cluster randomised controlled trial Waitlist Pre-post measures	Groups of parents	Community centre	Number of sessions – 6 Duration of sessions – 2 hours Frequency of sessions – weekly Total duration of program – 12 hours	<p><u>Parents</u> (n = 107) Description – parents with children attending preschools in CALD lower to middle SES regions. Demographics are for the whole sample Sex – F = 209 Age – mean = 36.52 <u>Children</u> (n = 107) Description – All invited but those with emotional or behaviour problems encouraged Sex – M = 115 Age – range = 4-5.11 years</p>	<p><u>Parents</u> (n = 111) Description – parents with children attending preschools in CALD lower to middle SES regions. Demographics are for the whole sample Sex – F = 209 Age – mean = 36.52 <u>Children</u> (n = 111) Description – all invited but those with emotional or behaviour problems encouraged Sex – M = 115 Age – range = 4-5.11 years</p>	<p><u>Statistically significant</u> – Significant increase in emotional coaching and decrease in emotion dismissing in intervention but not control group. Significant pre to post improvement in intervention children's behavioural intensity.</p> <p><u>Non-significant</u> – No significant differences between groups on parent wellbeing or difficulties with emotion regulation scale of parents' emotional competence.</p> <p><u>Descriptive</u> – Decrease in percentage of children with clinical levels of behaviour intensity in intervention group, while control group proportions remained similar at pre and post.</p>

Tuning in to Kids: Emotionally Intelligent Parenting

Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
Havinghurst, Wilson, Harley, Prior, Kehoe (2010)	To improve emotion socialization practices in parents of preschool children	Child behaviour Parent-child relationship	Cluster randomised control trial Waitlist control pre-post-follow-up measures	Groups of parents	Community settings	Number of sessions – 8 Duration of sessions – 2 hours Frequency of sessions – weekly for 6 sessions, then bimonthly Total duration of program – 5.5 months	<p><u>Parents</u> (n = 106) Description – parents of children from preschools in lower to middle class regions Demographics are for the entire sample Sex – F = 207 Age – mean = 36.57 <u>Children</u> (n = 106) Sex – M = 113 Age – range = 4-5.11 years</p>	<p><u>Parents</u> (n = 110) Description – parents of children from preschools in lower to middle class regions Demographics are for the entire sample Sex – F = 207 Age – mean = 36.57 <u>Children</u> (n = 110) Sex – M = 113 Age – range = 4-5.11 years</p>	<p><u>Statistically significant</u> – Intervention parents reported being significantly less dismissive, more emotion coaching and more empathic at post than at pre, with no change for controls. Significant reduction in intervention children’s parent-reported behaviour problems, but not for controls.</p> <p><u>Maintenance of effect</u> – Significant improvement in intervention parent’s emotion awareness and regulation by 6-month follow-up, but no change in controls. Significant improvement in parent’s dismissive, more emotion coaching and more empathy maintained at 6 months, with no change for controls. Children of intervention parents showed significantly better emotion knowledge at follow-up than the control children. Teacher reports of child behaviour show significantly lower intensity for intervention group at follow-up.</p> <p><u>Non-significant</u> – Slight, but non-significant pre to post worsening in intervention parent’s emotion awareness and regulation.</p>

Tuning in to Kids: Emotionally Intelligent Parenting									
Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
									<u>Descriptive</u> – Intervention parents were observed using more emotion labels and engaged in more emotion exploration at follow-up than controls.

Tuning in to Kids: Emotionally Intelligent Parenting

Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
Wilson, Havinghurst and Harley (2012)	To improve emotion socialisation practice in parents of preschool children	Child behaviour Parent-child relationship	Cluster randomised controlled trial Waitlist Pre-post measures (post was 7 months later rather than immediately post)	Groups of parents	Not indicated	Number of sessions – 8 Duration of sessions – 2 hours Frequency of sessions – weekly for 6 sessions, then bimonthly Total duration of program – 5.5 months	<p><u>Parents</u> (n = 62) Demographics for whole sample Description – parents of preschool children in one municipality Sex – F = 118 Age – mean = 36.3 years</p> <p><u>Children</u> (n = 62) Description – children attending preschool Sex – M = 52% Age – mean = 4.19 years; range = 4-5.11 years</p>	<p><u>Parents</u> (n = 66) Demographics for whole sample Description – parents of preschool children in one municipality Sex – F = 118 Age – mean = 36.3 years</p> <p><u>Children</u> (n = 66) Description – children attending preschool Sex – M = 52% Age – mean = 4.19 years; range = 4-5.11 years</p>	<p><u>Statistically significant</u> – Significant pre to post improvements for parents in the intervention but not control group on emotion dismissing beliefs and practices, emotion coaching practices and positive involvement. Intervention parents reported significantly greater reduction in number of behaviour problems.</p> <p><u>Non-significant</u> – Not significant change in emotion coaching beliefs for inconsistent discipline. There were no significant intervention effects in measures of child behaviour. Trend toward time by group effect for parent reported behaviour intensity</p>

Universal Triple P									
Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
McTaggart and Sanders (2003)	To reduce child behaviour problems in the classroom and at home and reduce the risk factors for the development of child behaviour problems	Child behaviour Parent-child relationship	Cluster randomised controlled trial Waitlist Pre-post-follow-up measures	Individual parents	School, home	Continuous media campaign throughout school year (brochures, tip sheets, letters, fortnightly school and Triple P newsletters and a poster at the school)	<u>Parents</u> (n = not indicated) <u>Children</u> (n = 490) Age – grade 1	<u>Parents</u> (n = not indicated) <u>Children</u> (n = 495) Age – grade 1	<u>Statistically significant</u> – Teachers at intervention schools reported significantly greater improvement in children’s behaviour than did teachers at control schools. There were significantly greater numbers of children whose behaviour improved sufficiently to achieve clinically reliable change in the intervention schools than the control schools. <u>Maintenance of effect</u> – The improved school behaviour in the intervention schools was maintained at 6 months. Note: Results are for both the Group Triple P and those who only received the media campaign.
				Groups of parents (parents self-selected to receive the group program after receiving the media campaign)	School	Number of sessions – 4 Duration of sessions – 2 hours Frequency of sessions – weekly Total duration of program – 4 weeks followed by four 15-30 minute phone calls from facilitators			

Universal Triple P									
Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
Sanders, Ralph, Sofronof, Gardiner, Thompson, Dwyer & Bidwell (2008)	To reduce the rate of child mental health problems, parental adjustment difficulties and dysfunctional parenting	Child behaviour parent-child relationship Family relationships	Non-randomised controlled trial Contemporary usual care control group Pre-post measures Note: The intervention employed five levels of the Triple P multilevel system. This included universal, workplace, telephone group, primary care, standard and enhanced Triple P delivered by a range of service providers.	Unclear	Unclear	Number of sessions – unclear Duration of sessions – unclear Frequency of sessions – unclear Total duration of program - unclear	<u>Parents</u> (n = 1500) Sex – F = 79.1 % Age – under 31 years = 19.7%; 31-40 = 61.2%; 41-50 = 17%; >51 = 2% <u>Children</u> (n = unclear) Sex – not indicated Age – range = 4-7 years	<u>Parents</u> (n = 1500) Sex – F = 72.5% Age – under 31 years = 11.7%; 31-40 = 63.5%; 41-50 = 22.3%; >51 = 2.5% <u>Children</u> (n = unclear) Sex – not indicated Age – unclear	<u>Statistically significant</u> – At post-intervention there were significantly greater reductions in the Triple P Positive Parenting Program (TPS) communities in the number of children with clinically elevated and borderline behavioral and emotional problems compared to the control communities. The implementation of the TPS was associated with significantly greater reductions in emotional problems and psychosocial difficulties in both children and their parents than in the control condition. Improvements over time in the proportion of children who were clinically elevated on Strengths and Difficulties Questionnaire (SDQ) Total Difficulties were significantly greater for the TPS condition than the control condition. Between Time 1 and Time 2, the proportion of children with Behavioral and Emotional Problems

Universal Triple P									
Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
									<p>decreased significantly in the TPS condition and also decreased significantly in the control condition. However, no significant difference was observed between the conditions in the level of change over time.</p> <p>The pre- to post-intervention improvement in depression scores was significantly greater for the TPS condition than the control condition.</p> <p>From Time 1 to Time 2, the proportion of parents in the TPS condition with a score of 'high' on stress did not change.</p> <p>The pre- to post-intervention improvement in the proportion of parents likely to engage in appropriate strategies for child misbehavior was significantly greater for the control condition than the control condition.</p> <p><u>Non-significant</u> – No significant changes were observed over time for the TPS or control condition</p>

Universal Triple P									
Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
									<p>on hyperactivity.</p> <p>No significant changes were observed over time in the proportion of parents who were high scorers on confidence or support.</p> <p>No significant change was observed over time for either the TPS or control condition on either parenting behavior variables – positive parenting and parenting for fearful/anxious behaviour.</p> <p><u>Descriptive</u> – The intervention effects were for overall psychosocial problems and emotional difficulties, but not for conduct problems, hyperactivity and peer relationship difficulties.</p> <p>Parental reports of depression reduced by 26% while the control group showed no change.</p> <p>There was a 32% reduction in coercive parenting in the Triple P communities. Although there was a reduction in coercive</p>

Universal Triple P									
Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
									<p>parenting in both the TPS and control conditions, there was a 14% greater reduction in the Triple P communities.</p> <p>No change over time was observed in either condition on the Strengths and difficulties (SDQ) Prosocial Scale.</p>

Van Bergen, Salmon, Dadds & Allen (2009)

Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
Van Bergen, Salmon, Dadds, and Allen (2009)	To train parents in elaborative, emotion-rich reminiscing to increase children's autobiographical memory and emotion knowledge	Parent-child relationship	Randomised controlled trial Contemporary alternate treatment Pre-post-follow-up measures	Individual mother-child dyads	University	Number of sessions – 4 Duration of sessions – not indicated Frequency of sessions – weekly (there was a two-week gap between the third and fourth sessions) Total duration of program – 5 weeks	<u>Parents</u> (n = not indicated) <u>Children</u> (n = 23) Sex – male n = 13 Age – mean = 3.75 years; range = 3.5-5 years	<u>Parents</u> (n = not indicated) <u>Children</u> (n = 21) Sex – F (n = 11) Age – mean = 3.84 years; range = 3.5-5 years	<p><u>Statistically significant</u> –</p> <p>Intervention group mothers made significantly more high-elaborative utterances and emotion references than did control mothers.</p> <p>Intervention group children made significantly more high-elaborative utterances and emotion references than did control children.</p> <p>Children of intervention mothers showed significantly higher emotion cause knowledge after 6 months than control group.</p> <p><u>Maintenance of effect</u> –</p> <p>The increase in high-elaborative utterances and emotion references in intervention group mothers was maintained at six months.</p> <p>The increase in high-elaborative utterances and emotion references in intervention group</p>

Van Bergen, Salmon, Dadds & Allen (2009)									
Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
									<p>children was maintained at six months.</p> <p><u>Descriptive</u> – There were no differences between reminiscing and control children’s independent recall with an experimenter either immediately following the intervention or 6 months later.</p> <p>The intervention boosted mothers’ and their children’s references to emotion attributions, behaviours and causes during shared reminiscing, together with their total emotion references.</p>

Workplace Triple P									
Study	Program aims	Outcomes	Design	Mode	Setting	Dose	Participants		Main findings
							Intervention	Comparison	
Sanders, Stallman, McHale (2011)	Targets difficult areas for working parents and involves helping parents manage stress and improve coping skills, as they both relate to work and family situations as well as specific strategies for dealing with key transition times such as getting ready for work and arrival home from work	Family relationships Parent-child relationship	Randomised controlled trial Waitlist Pre-post-follow-up (12 months) measures	Groups of parents	Not indicated	Number of sessions – 4 Duration of sessions – 2 hours Frequency of sessions – weekly	<u>Parents</u> (n = 62) Demographics are for the whole sample Description – working parents with children ranging in age from 1-16 years and having difficulties balancing family and work commitments	<u>Parents</u> (n = 59) Demographics are for the whole sample Description – working parents with children ranging in age from 1-16 years and having difficulties balancing family and work commitments	<u>Statistically significant</u> – Results showed that parents who had received the intervention reported significantly lower levels on measures of personal distress and dysfunctional parenting; and higher levels of work commitment, work satisfaction and self efficacy. <u>Maintenance of effect</u> – Long-term effects (12 months) observed for several indicators of parent and child behaviour intervention effects.
				Individual parents	Telephone	Number of sessions – 4 Duration of sessions – 15-30 minutes Frequency of sessions – weekly Total duration of program – 8 weeks	Sex – F = 72.4% Age – not indicated <u>Children</u> (n = 62) Sex – M = 50.4% Age – mean = 6.6 years	Sex – F = 72.4% Age – not indicated <u>Children</u> (n = 59) Sex – M = 50.4% Age – mean = 6.6 years	