

Parenting Programs

Review 6

Kaminski, J. W., Valle, L. A., Filene, J. H., & Boyle, C. L. (2008). A meta-analytic review of components associated with parent training program effectiveness. *Journal of Abnormal Child Psychology*, 36(4), 567–589. PubMed abstract available at <http://www.ncbi.nlm.nih.gov/pubmed/18205039>.

Objectives	Determine what components of programs aimed at the prevention and/or remediation of early childhood behavior problems are associated with more successful parental outcomes.
Studies Included	Seventy-seven U.S. and international studies from 1990 to 2003
Participants in the Studies	Parents or primary caregivers of children aged 0–7
Settings	Settings were not reported for the studies.
Outcomes	Parenting behaviors and skills (an aggregate of knowledge, attitudes, values, self-efficacy, and behavior), child behavior (an aggregate of externalizing/internalizing behavior, academic, and socially competent behaviors), parent-child interaction
Limitations of the Studies	Some nonrandomized study designs; lack of assessment of initial equivalence of groups on outcome measures; some families received additional interventions of unknown dosage, type, and quality, the effects of which cannot be distinguished from the effects of the program in question; lack of reporting on missing data; incomplete reporting about populations, treatments, and methods used

Results

This review examined the effectiveness of parent training programs designed for parents to actively acquire parenting skills. Meta-analyses revealed a significant, positive overall effect size in changing parenting behavior and in preventing or reducing early child behavior problems. Certain program components had large effects on parenting and child behaviors: increasing positive parent-child interactions and emotional communication skills, teaching parents to use time out and responding consistently to child behaviors, and requiring parents to practice new skills with their children during parent training programs. Program components, such as teaching parents problem-solving skills or how to promote children’s cognitive, academic, and social skills, had smaller effects on parenting and child behaviors.