

Efficacy of the Positive Parenting Program (Triple P) for Parents of Children with Attention Deficit/Hyperactivity Disorder

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Objective: To evaluate the efficacy of the Positive Parenting Program (Triple P) for parents of children with attention deficit hyperactivity disorder (ADHD).

Method: Sixty families who had at least one child with clinically diagnosed ADHD aged between 6 to 12 years were recruited from the consecutive referrals to a child and adolescent psychiatric clinic. Families were randomly assigned to the intervention group (who participated in an 8-week group Triple P, N=30) and a control group (N=30). Parents completed the battery of self-report questionnaires of Triple P at the beginning and after the 8th session.

Results: There were no significant differences in pre-intervention measures between the two groups. Comparing the pre and post-intervention data, the Triple P group was associated with significantly lower levels of dysfunctional parenting (P=0.001) and greater parental competence (P=0.001) than the control group. The parents in the Triple P group had significant improvement on measures of depression, anxiety and stress, in comparison with the control group (P=0.001). This study did not follow the long-term effect which marks its limitation.

Conclusion: The Triple P program can be recommended for parents of children with ADHD to improve their parenting abilities.

Key words: Attention deficit disorder with hyperactivity, Behavioral symptoms, Parenting

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Attention deficit/hyperactivity disorder (ADHD) is a behavioral disorder of self control (1). ADHD affects 5-12% of children of school age and is one of the most common childhood onset psychiatric disorders (2). Afford and Boyle found that 70% of children with ADHD had at least one co-morbid behavioral or emotional disorder (2).

The impact of ADHD on families is significant. Families with hyperactive children experience higher levels of parenting stress and decreased sense of parenting competence (3). They experience greater marital conflicts and levels of maternal depression (4). Parents of children with ADHD have coercive or inconsistent style of parenting (5).

Parent Management Training (PMT) based on social learning models is an effective strategy for treatment of children with behavioral problems (6). PMT teaches parents to increase positive interactions with their children while reducing coercive and inconsistent interactions. The effectiveness of PMT on primary school aged students with ADHD has also been investigated (7, 8). Additional reductions in parenting stress and depression, and improvement in parent self

esteem and parental management of their child's ADHD behaviors were found in families who participated in the PMT (7).

Sanders and colleagues have developed the Triple P-Positive Parenting Program (9). The Triple P program aims to prevent behavioral, emotional and developmental problems in children by enhancing the knowledge, skills and confidence of the parents. It also aims to promote children's social, emotional, language and behavioral competencies through positive parenting practices (9). This program has five levels of intervention on a continuum of increasing strength and narrowing reach, which are designed to be used according to the needs of the target families (9).

The present study examined the efficacy of the Triple P to increase the parenting skills of a group of parents who had children with ADHD.

Materials and Method

Participants

The sample consisted of 60 families with a child who had a clinical diagnosis of ADHD. The diagnosis was made by two board certified child and adolescent