

# Effects of 5 Session Version of Parent Training Program on Parenting Behaviors Measured by PNPS and SDQ

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## 1. Introduction

Parent training (PT) is a program that teaches parenting knowledge and specific parenting skills to caregivers. PT is based on ABC analysis, which considers that "positive attentions from parents" as a reinforcer to increase children's adaptive behaviors.

Haraguchi et al. (2013) reviewed past studies on PT and pointed out that "behavioral changes in both parents and children need to be measured in order to understand effectiveness of PT from the perspective of evidence-based practice." The goal of this study is to measure the effects of PT on behavioral change of both parents and children using "Negative and Positive Parenting Scale (PNPS)," a scale that has been used in a few past studies.

## 2. Method

A shortened version of the PT program (90-minute x 5 sessions, every other week) was conducted to 3 groups of parents at a private practice for a fee from 2021 to 2022. The program included the 5 items as proposed by the Japan Association of Parent Training. Two scales were administered before and after PT: Positive and Negative Parenting Behavior Scale (PNPS) to measure parents' behavioral changes, and Child Strengths and Difficulties Questionnaire (SDQ) to measure children's behavioral changes.

## 3. Results

The participants were 9 parents (1 male and 8 females) of 8 children (7 boys and 1 girl). The average age of the children was 8 years and 0 month before PT. Three children (4%) had a diagnosis of developmental disabilities. The average number of participants per group was 3.

Measured by PNPS, positive parenting behaviors increased ( $p < .01$ ) and negative parenting behaviors decreased ( $p < .01$ ) after PT. All 3 subscales of the Positive Parenting Behaviors, "Engagement and Watching Over" ( $p < .05$ ), "Positive Responsiveness" ( $p < .05$ ), and "Respect for Child's Intentions" ( $p < .01$ ), were higher after PT. Two of the 3 subscales of the Negative Parenting Behaviors, "Inconsistency" ( $p < .01$ ) and "Severe Reprimand" ( $p < .01$ ), were lower

after PT, but "Over-involvement" showed no difference. Measured by SDQ, the 5 sessions of PT decreased children's "Overall Difficulty" ( $p < .05$ ) and increased "Child Pro-social Behavior" ( $p < .05$ ). The results indicated that PT improved the parents' child-rearing behavior and decreased the children's problem behaviors.

#### 4. Discussion

The results from PNPS and SDQ indicate that the shortened version of PT was effective. Compared to the data presented in Yamaguchi et al.'s (2021), which review studies of PT carried out in Japan, the lower percentage of children with developmental disabilities (4%), smaller group size (3 participants per group), and a fee-based program in this study may have increased parental motivation and led to improved parenting behavior. The results also show that PNPS is a useful tool for measuring the effectiveness of PT.

# Effects of 5 Session Version of Parent Training Program on Parenting Behaviors Measured by PNPS and SDQ

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## 1. Introduction

### Parent Training (PT) :

- mostly consists of 10 sessions, 5~6 sessions in some cases.
- is based on ABC analysis, and teaches child rearing skills to parents (below).



### Background of the Study:

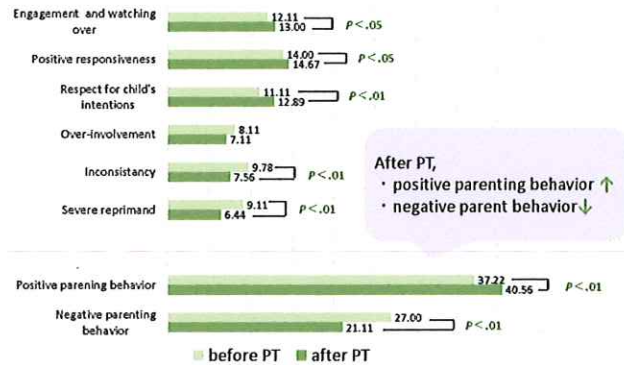
- From the perspective of evidence-based practice, it is necessary to conduct objective evaluation of the effectiveness of PT for both parents and children. (Ishiyama et al., 2003)

### Goal of the Study :

- Is to measure the effects of a short version (5 sessions) PT on behavioral change of parents and children using PNPS and SDQ.

## 3-2. Result

### PNPS (Positive and Negative Parenting Scale) Fig.1



## 2. Method

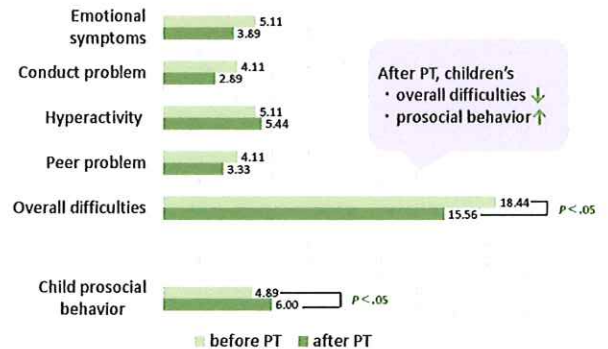
### A short version of PT was conducted

- to whom: parents applied through the website
- where: a private practice in Saitama (next to Tokyo), Japan
- fee: JP¥15,000 (≒US\$11.57)
- when: Oct. 2021 ~ Dec. 2022
- PT schedule: "90min. x 5 sessions" in 9 weeks (=every other week)
- PT contents:

Session	Contents
Session 1	Skills to divide your child's behavior in to 3 categories
Session 2	Skills to give positive attention to the child's desired behavior
Session 3	Skills to give effective direction
Session 4	Skills to ignore the child's undesired behavior
Session 5	Skills to adjust child's environment in advance

## 3-3. Result

### SDQ (Strength and Difficulties Questionnaire) Fig.2



## 3-1. Result

Participants were : 9 parents of 8 children in 3 groups

8 females  
1 male

7 males, 1 female  
Average age before PT : 8 years 0 month  
3 children (4%) had Dx. Developmental Disabilities



## 4. Discussion & Conclusion

PNPS and SDQ showed that a short version (5 sessions) of PT is effective to change behaviors of parents and children,

assumingly because

1. lower percentage (4%) of children with developmental disabilities,
2. smaller group size (3 participants per group),
3. fee- based program may have strengthened parents' motivation, compared to review (Harauchi et al., 2021) on past studies of PT in Japan.

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### References

- Harauchi et al., 2012. Current issues in Training Programs for Parents of Children with Developmental Disabilities in Japan: Evaluation of Program Effectiveness. *Japanese Journal of Behavior Analysis* 27(2):101-127.
- Harauchi et al., 2021. Training for Parents of Children with Developmental Disabilities in Japan: An Updated Systematic Review. *Japanese Journal of Behavior Analysis* 36(1):67-95.

## 発表概要報告書

WCCBT2024 で、ペアレント・トレーニング (以下 PT) の効果についてポスター発表する機会を得た。これまでの PT の効果研究では PT の目的のひとつが養育者の負担軽減であることから、養育者の抑うつ状態の変化を測定したものが多かった。しかし原口ら (2013) は「親子両方の行動の変化を測定する必要性」を指摘している。そこで本研究では参加者 (親) と子どもの行動の変化を PT の前後で比較することによって効果を検証した。親の行動変化を測定するために「肯定的・否定的養育行動尺度 (PNPS)」を、子どもの行動の変化の測定には「子どもの強さと困難さアンケート (SDQ)」を用い、5 セッションの短縮版 PT を実施して親子の双方についてプラスの行動の変化を確認できた。

ポスター会場に当てられていたのはメインホールの後方のスペースで、私が発表した時間帯には舞台上で ACT の創始者、S.C.ヘイズ先生のご講演があった。ポスター会場にも多くの方の姿があったが、海外の方からお声がけをいただけなかったのは残念であった。しかし幸運にも同じ領域で研究をされている日本人の先生方と親しくお話させていただくことができた。この先生方は大学でペアレント・トレーニングを研究していらっしゃる本家本元で、お一人は私が発表のなかで引用させていただいた先行研究の著者でもある。普段、日本で私が住む地域から遠く離れたところでお仕事をされており、世界大会でなければお会いできる機会はほとんどなかっただろう。

今大会のテーマは“CBT の世界的な普及、アクセシビリティ、新技術”であったため、バーチャリアリティーやスマホアプリなどの新しい IT 技術を利用した CBT の実践が紹介された。この学会の自信と自負が伝わってきた。各発表会場には QR コードが掲示されており、それをスマートフォンで読み込めば、アプリが瞬時に英語を日本語に翻訳しスマホ画面に表示してくれて、理解を助けてくれた。

大会プログラムの構成はバラエティーに富んだものだったと思う。第一人者による認知行動療法の世界全体を俯瞰するような講演、大学院博士論文の著者による発表、そしてワークショップは初級者向けから上級者向けのものまで用意されており、ベテランから若手まで幅広い研究に触れることができた。どの会場にも日本では直接お会いする機会がないような著名な先生方が参加していらして、お声かけすると気軽に話して下さったのもありがたいことだった。

上記のように、今大会では日本の大会では経験できないような刺激をいただき、私にとって大きな財産となった。次回のサンフランシスコ大会でも発表の機会をいただけるよう、日々の臨床活動に励んでいきたい。

(日本語 1200 字以内)

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