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Comparing the effectiveness of face-to-face and online parent training for children with developmental disabilities: A retrospective pilot study

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Several studies have reported that parent training (PT) for parents of children with developmental disabilities improves parents' mental health and children's adaptive skills and behavioral problems. Additionally, numerous studies have demonstrated the effectiveness of online PT. This study aimed to compare the relative effectiveness of traditional face-to-face and online PT. Data from 40 parents who had participated in a PT program and data concerning 40 children aged 3–8 years with a wide range of developmental disabilities—namely, autism spectrum disorder, attention deficit hyperactivity disorder, and other developmental disabilities—generated through parental reports were used to retrospectively assess the impact of PT on parents and their children. Specifically, changes in children's problem behaviors (ECBI), parents' depression (BDI-II), and parenting stress (PSI) were analyzed. This program was designed to help parents teach their children adaptive skills at home using applied behavioral analysis techniques. The program comprised eight sessions, once every two weeks for two hours. In the first half of each session, a lecture was delivered, and the second half involved group work. Online PT was delivered using the online videoconferencing software Zoom. The results of a two-way analysis of variance revealed that the ECBI total score had significantly decreased at the end of PT in online PT groups, indicating a significant interaction between group and time (interaction: $F(1, 38) = 6.705, p = 0.014, \eta^2 = 0.150$). A simple main effects test revealed that among the pre scores, remote PT was significantly higher than face-to-face PT ($F(1, 41) = 8.732, p = 0.005, \eta^2 = 0.176$), and post scores were significantly lower than pre scores ($F(1, 41) = 11.673, p = 0.002, \eta^2 = 0.287$). Moreover, online PT had a total score higher than the cutoff at the beginning of PT. Additionally, the total BDI and PSI scores significantly decreased at the end of PT in all groups, indicating a significant main effect of time and group (BDI — group: $F(1, 38) = 4.142, p = 0.049, \eta^2 = 0.098$; time: $F(1, 38) = 9.471, p = 0.004, \eta^2 = 0.200$; and PSI — group: $F(1, 38) = 13.790, p = 0.000, \eta^2 = 0.266$; time: $F(1, 38) = 6.774, p = 0.013, \eta^2 = 0.266$). This study's main finding was that parents' depression (BDI-II) and PSI improved significantly after they completed PT, irrespective of the PT type. Conversely, improvement in ECBI was observed in online PT but not in face-to-face PT. For the face-to-face

PT group, the pre-intervention scores were below the cut-off, which may explain the insignificant improvement. Future studies should compare and examine the effectiveness of online and face-to-face PT through randomized controlled trials.

Comparison of Effectiveness in Face-to-Face and Online Parent Training for Children with Developmental Disabilities: A retrospective pilot study

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Introduction

- Several studies (e.g., Haraguchi & Inoue, 2022) have reported that parent training (PT) for parents of children with developmental disabilities improved parents' mental health and children's adaptive skills and behavioral problems.
- Additionally, numerous studies have demonstrated the effectiveness of online PT.
- This study aimed to compare the relative effectiveness of traditional face-to-face and online PT.

Methods

Participants

		Face-to-Face PT (n = 13)	Online PT (n = 27)	t	z ²	p
Parents	Sex (n)	3, 10	2, 25		1.970	0.160
	Age M (SD)	40.08 (4.37)	40.37 (4.51)	0.195		0.847
Children	Sex (n)	12, 1	19, 8		2.422	0.120
	Age M (SD)	6.54 (1.27)	5.58 (1.76)	1.390		0.173

Parent Training: The program comprised eight sessions once every two weeks for two hours. A lecture was delivered in the first half of each session, and group work comprised the second half. Online PT was delivered using the Zoom videoconferencing app.

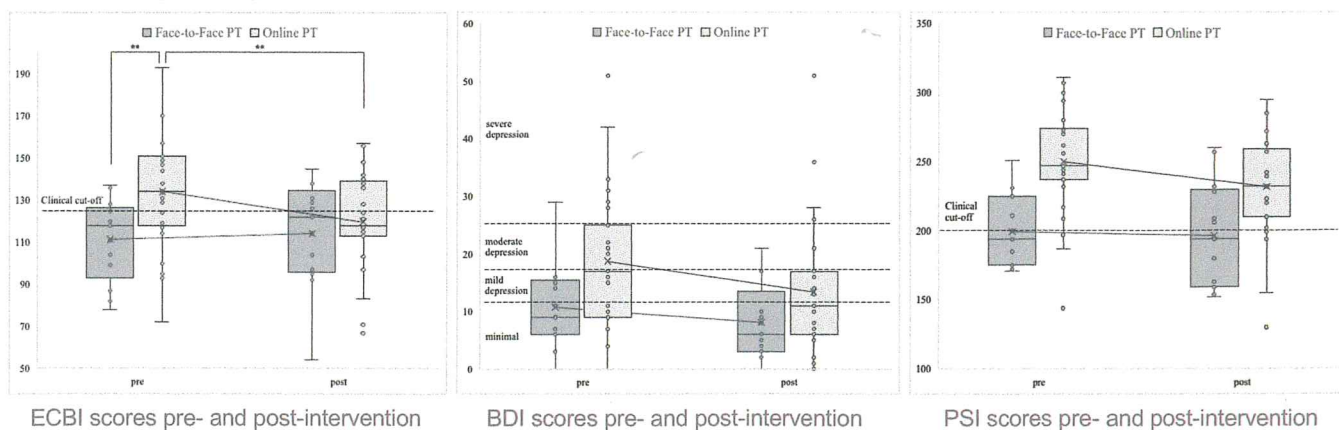
Measures: ECBI, BDI-II, PSI **Analysis:** two-way ANOVA

Results

Effects on Outcome Measures by Condition Pre- and Post-Intervention

		Face-to-Face PT (n = 13)		Online PT (n = 27)		Main effect group			Main effect time			Group × time interaction		
		pre	post	pre	post	F	p	η ²	F	p	η ²	F	p	η ²
ECBI	Total score	M 111.15	114.23	134.00	119.70	3.631	0.064	0.087	2.796	0.103	0.069	6.705	0.014 *	0.150
	SD	(19.78)	(25.28)	(26.34)	(23.15)									
BDI	Total score	M 10.69	8.08	18.74	13.37	4.142	0.049 *	0.098	9.471	0.004 **	0.200	1.127	0.295	0.029
	SD	(7.47)	(6.55)	(11.94)	(11.43)									
PSI	Total score	M 199.38	196.46	249.93	231.59	13.790	0.000 ***	0.266	6.774	0.013 *	0.151	3.560	0.067	0.086
	SD	(26.76)	(38.86)	(37.83)	(37.18)									

***p <0.001; **p <0.01; *p <0.05.



Conclusions

- This study's main finding was that parents' depression (BDI-II) and parents' stress (PSI) improved significantly after they had completed PT, irrespective of the PT type.
- Conversely, improvement in children's behavioral problems (ECBI) were observed in online PT but not in face-to-face PT.
- Future studies should compare and examine the effectiveness of online and face-to-face PT through randomized controlled trials.

References

Hideyuki Haraguchi & Masahiko Inoue (2022): Evaluating outcomes of a community-based parent training program for Japanese children with developmental disabilities: a retrospective pilot study, *International Journal of Developmental Disabilities*, DOI: 10.1080/20473869.2022.2070420



発表概要報告書

[大会概要]

10th World Congress of Cognitive and Behavioral Therapies (WCCBT) は、2023年6月1日から6月4日にかけて韓国(ソウル)で開催された。コロナ禍後に開催されたWCCBTは、対面形式で行われた。今回のテーマは、「Global CBT Dissemination, Accessibility, and New Technology」であった。

[発表の概要]

“Comparing the effectiveness of face-to-face and online parent training for children with developmental disabilities: A retrospective pilot study”という演題で、ポスター発表を行った。本研究は、発達障害児の親に対する対面式と遠隔式のペアレント・トレーニング(PT)の効果を生ロスペクティブに比較するものであった。主な結果は、PTの形式に関わらず、介入後に親の抑うつと育児ストレスが有意に改善されたことであった。一方、子どもの問題行動は遠隔式PTでは効果がみられたが、対面式PTではみられなかった。考察では研究の限界点を踏まえて、PTの形式の違いと効果について検討した。

ポスター発表は、4時間という十分な時間が確保されていたため、参加者からの質問には、余裕をもって回答することができた。発表で意識したことは、視覚的に分かりやすく、英語で簡潔に伝えることであった。図表はひと目で分かるように工夫し、同時に遠くからも理解できるように大きさを調整した。また英語の表現に関しては、要点を箇条書きにして簡潔に伝えることを心がけるなど、事前に準備を行った。

発表当日は、約30名の参加者がポスターに興味を示し、8人から質問を受けた。PTの研究や興味を持つ方など、多様な背景の参加者から質問があった。質問した参加者とのコミュニケーションは緊張したが、事前の発表準備により、円滑なやりとりが可能となり、より深い議論ができた。一方、興味を示した参加者は、ポスターからQRコードを読み取り、Web上でポスターや補足資料をダウンロードするなど、さまざまであった。

こうした経験により、多くの参加者に自分の研究に興味を持ってもらえたことは、自信に繋がる体験となった。また、はじめての国際学会の参加を通して、自分の研究を海外で発表し、英語で議論することへの抵抗感が軽減されたと感じた。この経験を通じて、段階的に自信をつけながら、国際学会でのさまざまな発表形式にも挑戦していきたいと思っ
た。また今回の国際学会で得られた研究と知見を、今後の研究に生かしていきたいと考えている。

(日本語 1200字以内)

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