

Poster Presentation: #P3
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The Effectiveness and Underlying Mechanisms of Parent Management Training and Mindful Parenting Programme

Given the importance of parenting in child development, various parent management trainings (PMT) have been developed to educate parents on effective behavioural management strategies in parenting. Studies have shown that PMT leads to increase in positive parenting behaviours, improvement in parent-child relationship, and reduction in parental stress and child behavioural problems. Despite ample evidence on the effectiveness of PMT, there is relatively less research that examines the mechanism underlying the effectiveness of PMT. Research findings also suggest that PMT is less effective for parents with poor emotional competence as they may encounter difficulties in applying the newly acquired skills in the heat of the moment.

In recent decades, mindfulness-based parenting interventions have been developed. For instance, the Mindful Parenting (MP) programme was found to be effective in promoting positive mother-child interactions, reducing parental stress, child behavioural problems and parental emotional reactivity. Nevertheless, the underlying mechanism of the MP program is less known.

The two types of parenting interventions apparently yield similar positive results but their underlying mechanisms are yet to be explored. The current study aims to compare the treatment outcomes of PMT and MP, examine the underlying mechanisms of PMT and MP, and explore for whom PMT and MP are more effective.

A randomized-controlled design will be adopted. Parents of primary school students will be randomly assigned to the PMT group, the MP group, and the waitlist-control group. Both intervention programmes consist of eight weekly sessions. Participants will complete questionnaires before the programme (Time 1), immediately after programme completion (Time 2), and three months after programme completion. Measurements include parenting knowledge, parent's emotional competence, parenting behaviours, parental mindfulness, parental stress, parenting sense of competence, parent-child relationship and child behavioural problem. Qualitative data will also be obtained from the participants.

Findings in the current study will shed light on the similarities and differences in treatment outcomes of the two types of parental interventions. The study will also reveal the underlying mechanisms of the interventions. Results of the study will also inform service providers on how to match parents with the most suitable training support, thereby improving cost-effectiveness. This study is plausibly the first that examines the effects of PMT and the MP in non-clinical population, and will have important implications on parenting intervention.