

Introduction

Parent Management Training (PMT)

- Leads to increase in positive parenting behaviours, improvement in parent-child relationship, and reduction in parental stress and child behavioural problems (Chorpita et al., 2011)
- Less effective for parents with poor emotional (Maliken & Katz, 2013)

Mindful Parenting (MPT)

- Effective in promoting positive mother-child interactions, reducing parental stress, child behavioural problems and parental emotional reactivity (Bögels et al., 2014)

Objectives

The two types of parenting interventions yield similar positive result, but the underlying mechanism is less known

Aim: Compare the treatment outcomes of PMT and MP, examine the underlying mechanism of change, and explore for whom PMT and MP are more effective

Research Questions

- Explore the similarities and differences of PMT and the MP program in terms of treatment outcomes
- Explore the mechanisms underlying the effectiveness of PMT and the MP program
- Examine for whom PMT and the MP program are more effective

Hypotheses

Treatment Outcomes

- Compared to the waitlist-control group, PMT and MP programs are similarly effective in reducing negative parenting behaviours and behavioural problems in children, promoting positive parenting behaviours, and enhancing parent-child relationship and parents' mental health
- PMT has stronger effects than the MP program on increasing proactive parenting and the use of positive reinforcement, and reducing lax control
- MP program has stronger effects than the PMT on enhancing warmth and supportiveness and reducing parental hostility

Mechanisms of Change

- PMT and MP programs have positive effects on parents' mental health by improving parenting practices, and the effect is mediated by reduction in child behavioural problems and improvement in parent-child relationship
- Parenting knowledge is the mediator between the PMT program and improved parenting practices
- Parent's emotional competence is the mediator between MP program and improved parenting practices

Effectiveness for Particular Target Participants

- PMT is less effective for parents with low emotional competence
- MP program is more effective for parents with low emotional competence

Apr-Aug 2021

Pilot Study

RCT
Phase 1

Sep-Dec 2021

Feb-May 2022

RCT
Phase 2

RCT
Phase 3

Sep-Dec 2022

Feb-May 2023

RCT
Phase 4

Methods

Design: Randomized-controlled trial with two intervention groups (PMT and the MP program), and one waitlist-control group

Participants: Parents of primary school students (N =180) from local primary schools. Inclusion criteria: parents having children aged 6 to 12 years. Exclusion criteria: parents with a history of major mental illnesses and parents who have received PMT or attended mindfulness courses

Intervention: The Positive Parenting Program (Triple P) is selected as the intervention in the PMT arm. The Mindful Parenting (MP) program will be used in the MP arm. Both programs last for eight weeks

Implementation: Interventions will be implemented in four phases. 45 participants will be recruited in each phase, and randomly assigned to the three groups

Data Collection: Participants complete questionnaires before program commencement (Time 1), immediately after program completion (Time 2), and three months after program completion (Time 3)

Analyses

- **Effectiveness of the programs :** ANCOVA, with pre-intervention scores as covariates
- **Similarities and differences of the mechanism of change:** Mediation
- **Effect of participants' baseline emotional competence on treatment outcome:** Moderation analyses

Correspondence: Denis Kwan <hwkwan@connect.hku.hk>

