



HELLO!

I am Dalia

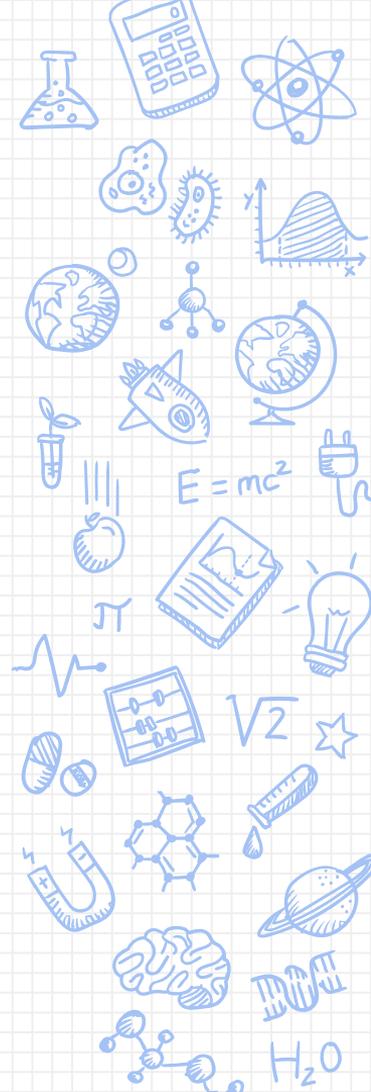
Guzaitiene,

**psychologist, psychotherapist and
play therapist**

**Children's Therapy Centre, Ireland
Kaunas, Lithuania**

Factors influencing children's outcomes

- ✘ Parent-child relationships, parenting, and the home environment (poverty) are the most influential factors on children's development (Collins *et al.* 2000; Kochanska *et al.* 2008, Jones *et al.* 2013).
- ✘ Parenting stress is what leads to maladaptive parenting behaviour and child psychopathology (D. Kennedy, 2012).

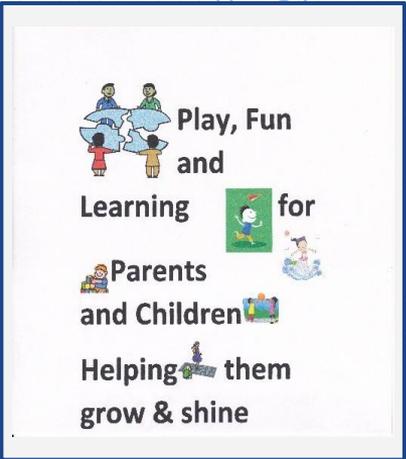


Play and parenting programme

✘ Parent-child interaction and parent sensitivity could be effectively enhanced using play (Bratton *et al.* 2005).

✘ Practical, attachment and play based parent training programme for parents with young children could be effective.

✘ Such was developed by Anne Brennan an experienced play therapist, psychotherapist, supervisor.



Play, Fun
and
Learning for
Parents
and Children
Helping them
grow & shine

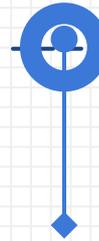
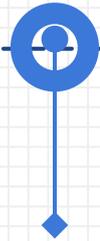
Research Materials and Procedure

The training programme and research study took place in Community settings in Co. Longford, Ireland in 2015

first

second

last



- 1) **Parenting Stress Index (PSI-4 short, Abidin 1990);**
- 2) **Positive Toddler Parenting Questionnaire (PTPQ = Parent-Child Interaction Questionnaire (Large et al 1998) + Toddler Care Questionnaire (Gross 1988) + play statements)**

**10 week
intervention
PFL programme**



- 1) **Parenting Stress Index (PSI-4 short);**
- 2) **Positive Toddler Parenting Questionnaire (PTPQ);**
- 3) **Semi-structured Feedback Questionnaire.**

4 stages of “Play, Fun and Learning” programme

first



The introduction and parent resourcing stage
2 parent only sessions

second



The Theraplay stage
3 dyadic sessions

third



The CPRT stage
3 dyadic sessions

last



Video review, feedback and ending stage
2 parent only sessions



18.03.2015

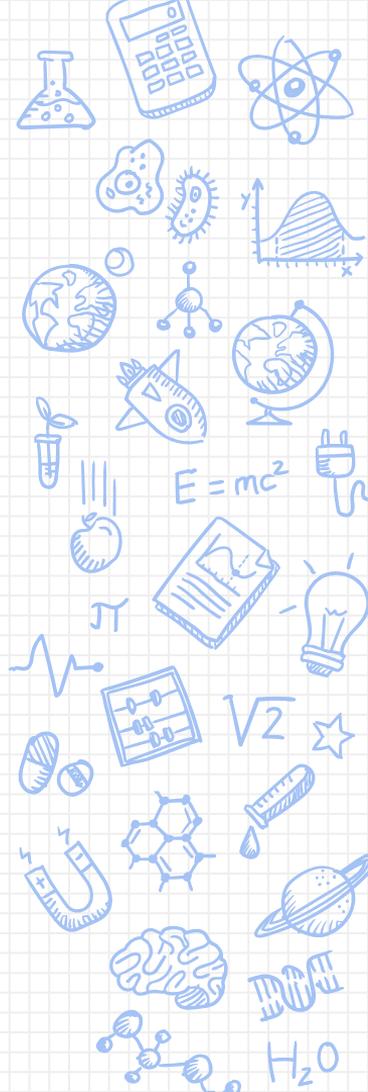
The Theraplay stage

✘ Theraplay techniques were very simple, action oriented, and visual, so parents of any educational level could understand it easily. It created a playful engagement, to build self-esteem and the confidence of parents and let them relax and enjoy interaction with their children. The activities were parent led and helped parents to practice authoritative parenting and limit setting skills.



CPRT Stage

✘ Garry L. Landreth & Sue C. Bratton adapted the original Child-Centred Play Therapy for parents (Filial Therapy) into a 10-session Child Parent Relationship Therapy (CPRT) model. The focus of CPRT was on the importance of the relationship between the parent and child, which was facilitated by a permissive and grow-producing atmosphere in which the child could reach his/her full potential (Landreth & Bratton 2006).

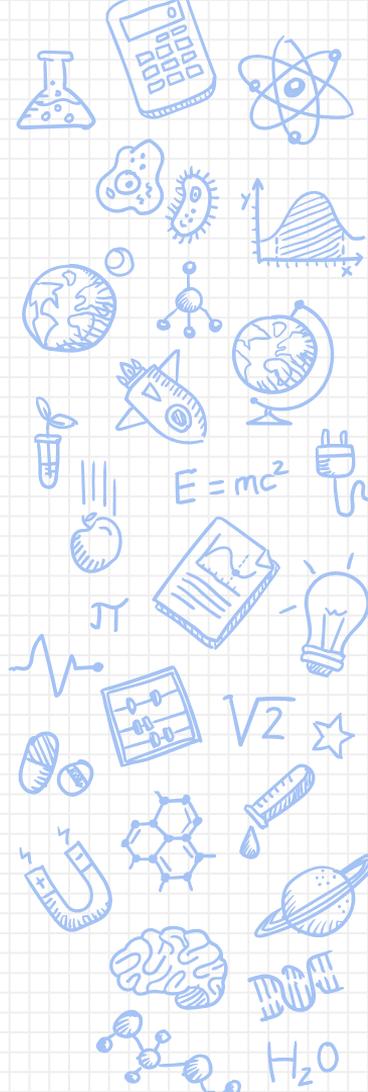






18.03.2015



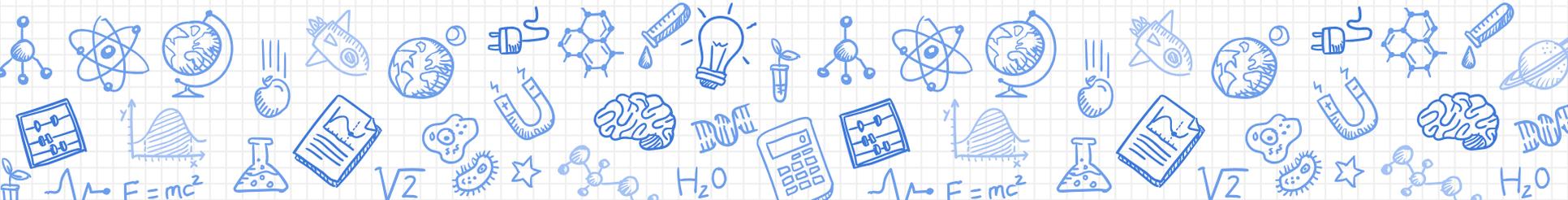


Demographic information of the participants

Demographics:	Parents N= 7	Children N= 7
Gender	5 (71.5%) females; 2 (28.5%) males	4 (57%) females; 3 (43%) males
Age	Mean=35.43; min=26, max=52; median=34 years	Mean=2.64; min=1, max=4; median=3 years
Marital Status:	2 (28.5%) married, 2 (28.5%) co-habiting, 2 (28.5%) singles; 1 (14.5%) divorced.	-

Results and Discussion

Why training to play parents?





Results on parenting stress

✘ The biggest and significant reduction occurred in Parental Distress (PD) scores ($t=3.07$, $p<0.05$).

✘ The Difficult Child (DC) subscale showed a marginal decrease which was not significant ($p=0.545$).

✘ Total Parenting Stress (TPS) lowered too, but not significantly ($p=0.161$).

PD indicates the level of distress a parent is experiencing in his/her parenting role which can be influenced by such stresses as impaired sense of parenting competence, conflict with the child's other parent, lack of social support, depression, etc.

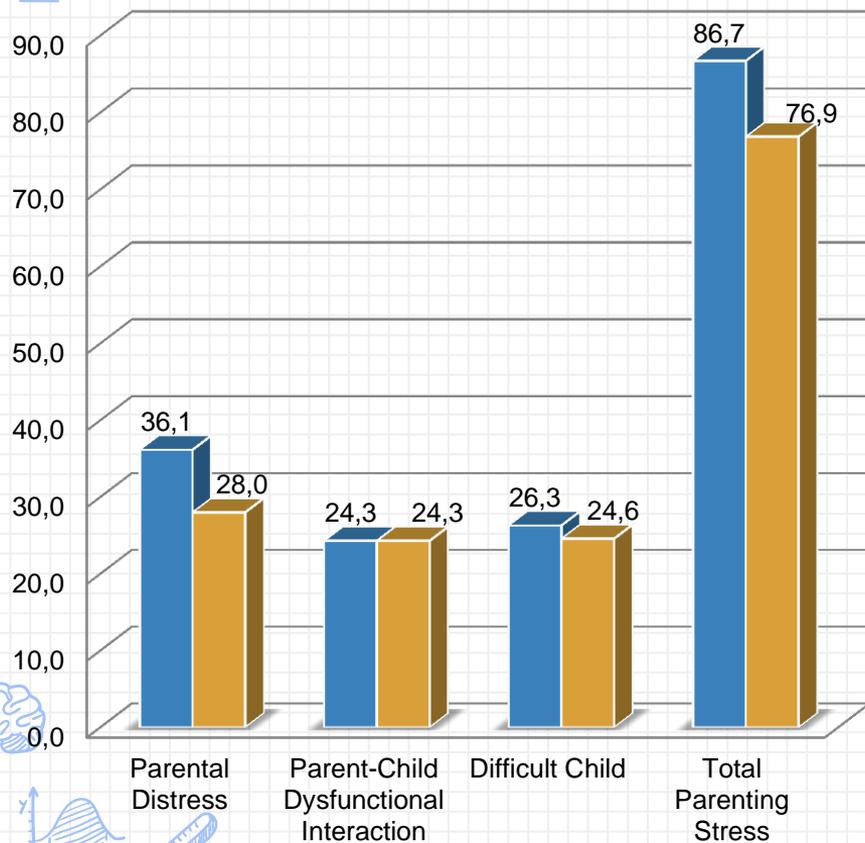
P-CDI is focused on the parents' perception that the child does not meet their expectations and the interactions have a negative element by not reinforcing person as a parent.

DC focuses on some of the basic child's behavioural characteristics that make her/him difficult to manage such as defiant, noncompliant, and demanding behaviour.

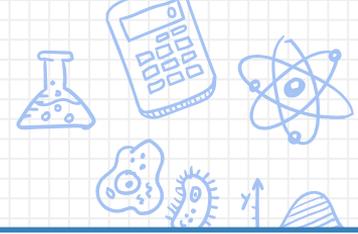
TPS provides information about the overall level of parenting stress that an individual is experiencing.

Parenting Stress Index

mean of raw scores



Subscale	T	P
PD	3.07	0.022
P-CDI	0.00	1.00
DC	0.64	0.545
T Stress	1.60	0.161



Results on parenting-child interaction

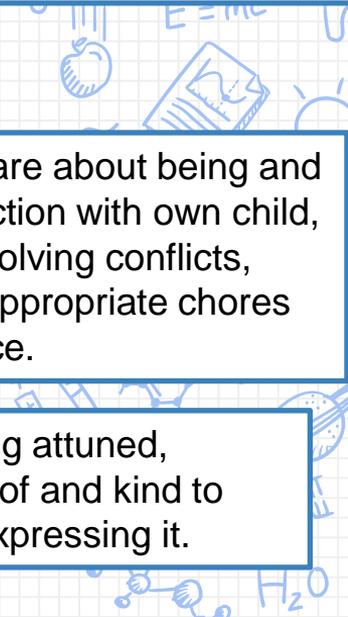
✘ The Parent-Child Dysfunctional Interaction (P-CDI) subscale of the PSI-4 SF did not decrease at all.

✘ But the PFL impact on parent-child interactions measured by PTPQ showed significant improvement ($p < 0.05$) with significantly growing Acceptance ($t = -3.240$, $p < 0.05$) and Conflict Resolution ($t = -2.4$, $p = 0.05$).

P-CDI is focused on the parents' perception that the child does not meet their expectations and the interactions have a negative element by not reinforcing person as a parent.

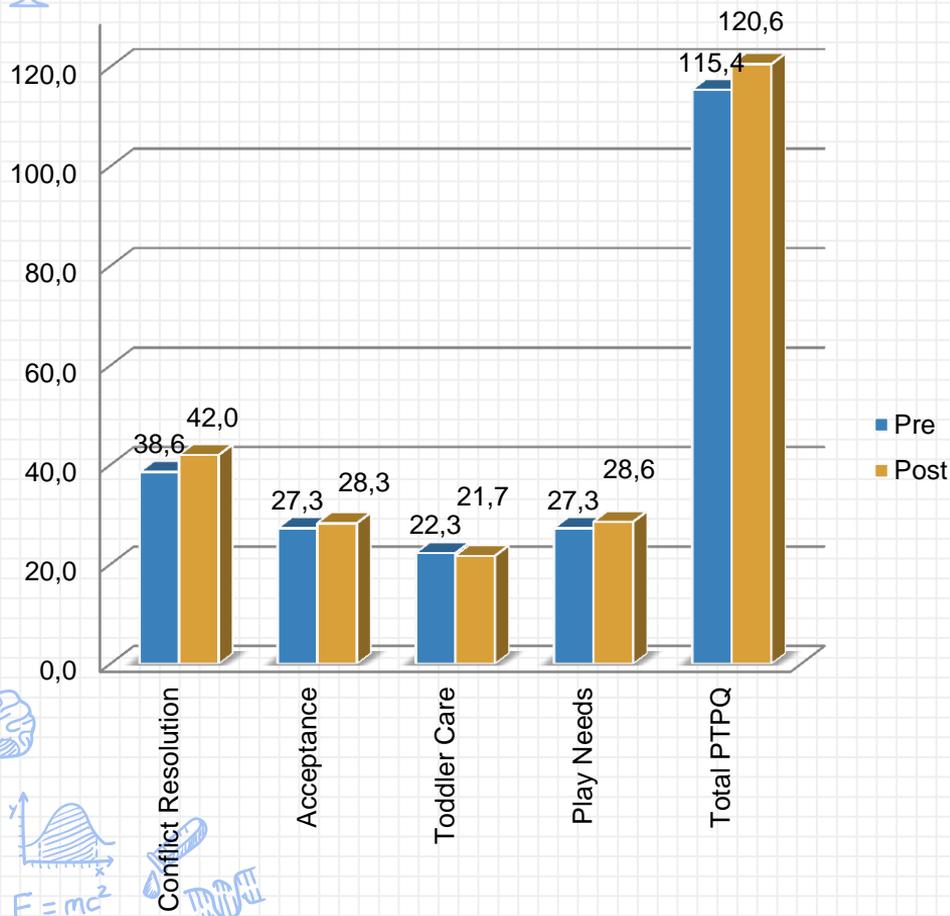
CR statements are about being and showing satisfaction with own child, being in and resolving conflicts, managing age appropriate chores and disobedience.

A - is about being attuned, attentive, proud of and kind to own child and expressing it.



Positive Toddler Parenting Questionnaire

mean of raw scores

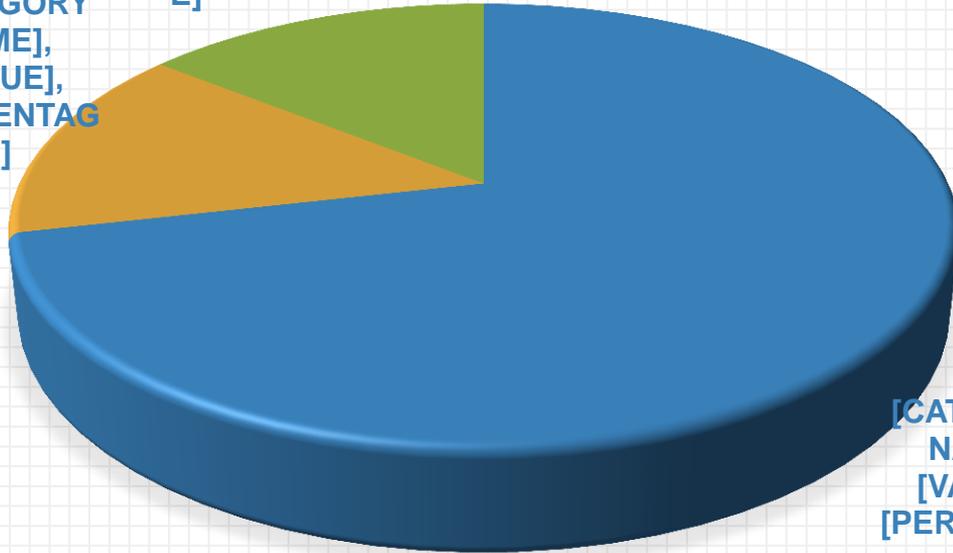


Subscale	T	P
CR	-2.40	0.05
A	-3.24	0.18
TC	1.19	0.28
P	-1.72	0.14
T PTPQ score	-5.21	0.002

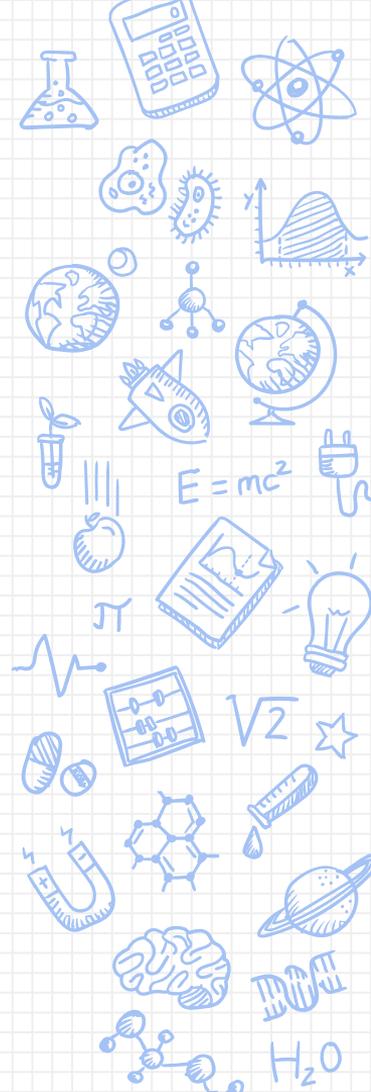
Results on participant's experience

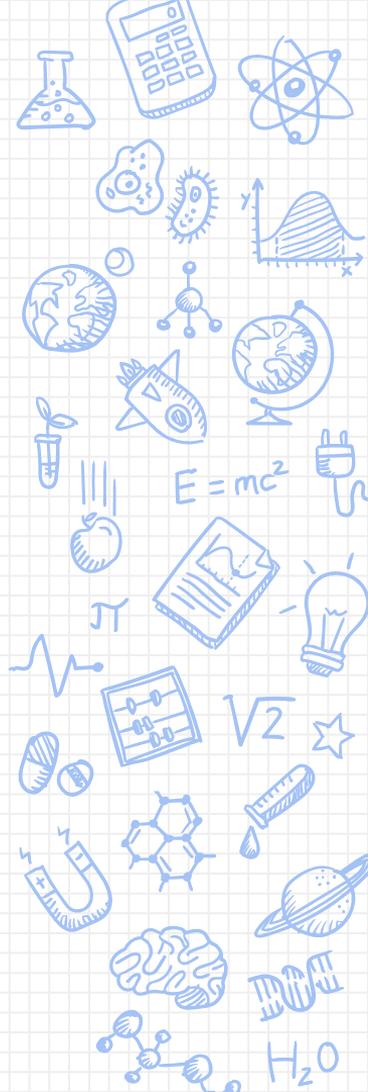
HOW USEFUL DO YOU FEEL THIS TRAINING HAS BEEN?

[CATEGORY NAME],
[VALUE],
[PERCENTAGE]



[CATEGORY NAME],
[VALUE],
[PERCENTAGE]



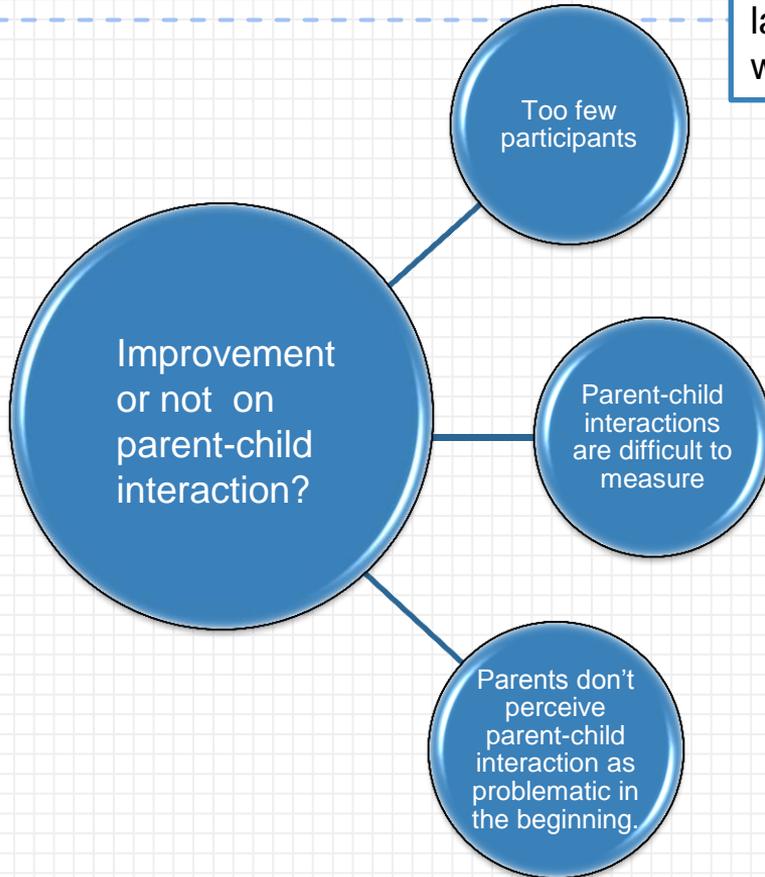


Conclusions and discussion on parent-child interaction

✘ The PFL impact on parent-child interactions showed significant improvement towards more positive interaction between parent and child as measured by the created Positive Toddler Parenting Questionnaire.

✘ No impact on lowering dysfunctional parent-child interaction was found as measured by PSI-4 SF P-CDI subscale.

Discussion



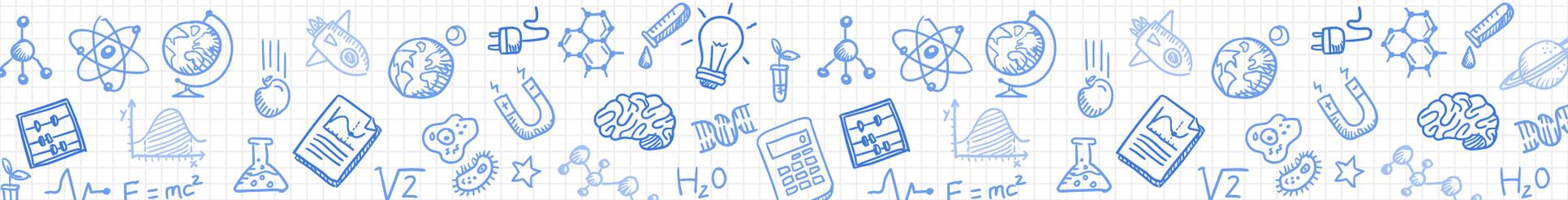
All other measures did show trends in the direction towards parenting stress reduction, and it is possible that given a larger participant pool these trends would extend to the P-CDI subscale too.

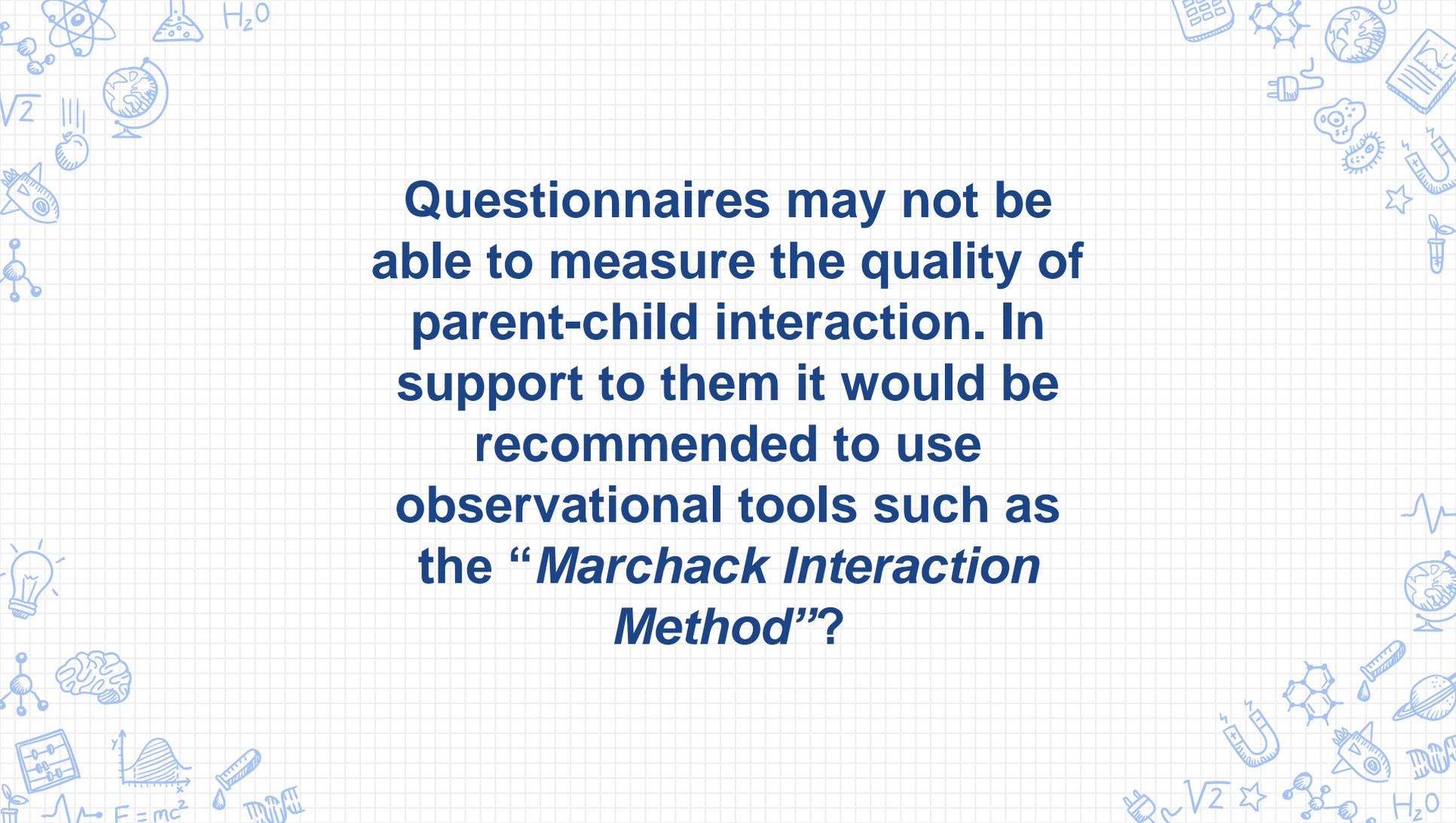
L. Paavola (2006) also noted that individual differences among children, parents and their mutual communicative behaviour make it hard to measure parent-child relations by scientific methods.

The PTPQ results showed that parents perceived the quality of the parenting relationship with their children as good enough in the beginning of the programme and that the PFL made it significantly better mostly by improving acceptance and conflict resolution.

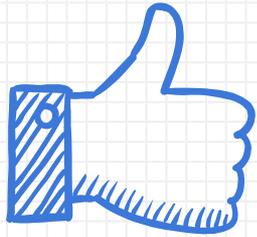
New research questions

Why training to play parents?





Questionnaires may not be able to measure the quality of parent-child interaction. In support to them it would be recommended to use observational tools such as the “*Marchack Interaction Method*”?



THANKS!

Any questions?

You can find me at

- ✘ dalia.guzaitiene@gmail.com
- ✘ <https://www.linkedin.com/in/dalia-guzaitiene>