

# EVIDENCE ANNEX

## Parenting Through Adversity Practice Guide: Parents of babies and children 0 to 10

### Introduction

The following annex sets out the evidence underpinning each of the four recommendations specified in the Practice Guide. Influenced by our evidence toolkit standards, the table pulls out the key methodological information which defines the strength of evidential certainty behind our recommendations. We also provide a background to the evidence underpinning our principles, as well as providing recommendations for further research and testing in England. A reference list of evidenced studies can be found at the end of this document.





## Evidence underpinning recommendations

Recommendation	Outcome	No. of trials	No. of effect sizes included	Effect size & 95% confidence intervals	Heterogeneity	% of studies assessed to have a low risk of bias	Strength of evidence rating	Summary of findings
<b>Recommendation 1:</b> Evidence-based parenting interventions should be made available to families as part of integrated strategies to reduce the risk of more serious harm to children.	Child maltreatment	14	35	$d = -0.20$ 95%CI = -0.41, 0.01  This is a non-significant effect in the direction of parenting interventions reducing maltreatment including harsh parenting within 6-	67%	34%	Promising	The overall effect size indicated that parenting interventions did not have a significant impact on reducing maltreatment, including that of harsh parenting. We identified a single study <sup>1</sup> associated with child maltreatment reduction (contributing to the evidence rating). Lau (2011, <i>Incredible Years School Age Basic + Advance</i> ) found a significant effect size ( $d = -0.97$ , CI 95% = -1.57, -0.38)

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<sup>1</sup> Robling, 2015, *Family Nurse Partnership* found a significant effect size ( $d = 0.30$ , CI 95% = 0.07, 0.53) on recording of safeguarding procedures. As this was associated with detection, as opposed to reduction, it did not contribute to the strength of evidence rating.



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				months post intervention.				on negative discipline as measured by the Alabama Parenting Questionnaire.
<b>Recommendation 2:</b> Make evidence-based parenting interventions available to families with a child aged 0 to 3 years to strengthen parent-child relationships.	Parent-child relationships	23	57	$d = 0.34^{**}$ ; 95%CI = 0.16, 0.52  This is a significant ( $p = <.01$ ) effect in the direction of parenting interventions strengthening parent-child relationships within 6-months post intervention.	76%	74%	Strong	The overall effect size indicated that parenting interventions can significantly lead to a strengthening of parent-child relationships within six months post-intervention. We identified two or more studies, with low risk of bias, with a sample size of 20 or higher in each group which demonstrated significance. Examples were <i>My Baby's First Teacher</i> (Herbers, 2020) and a <i>Mother-baby intervention: Home visitation intervention</i> (van Doesum, 2020). Herbers



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								(2020) identified a significant result on Parent-Infant Responsiveness ( $d = 0.64$ , CI 95% = 0.04, 1.24) while van Doesum (2008) identified several significant effect sizes. For example, on the subscale 'Child Responsiveness' of the Emotional Availability Scales ( $d = 0.67$ , CI 95% = 0.19, 1.15).
<b>Recommendation 3:</b> Make evidence-based parenting interventions available to families to improve child behaviour and improve effective parenting practices.	0-6 months (overall behaviours)	47	209	$d = -0.32^{***}$ ; 95%CI = -0.43, -0.22  This is a significant ( $p = <.001$ ) effect in the direction of parenting interventions	67%	58%	Strong	The overall effect size indicated that parenting interventions can significantly improve child overall behaviours within six months post-intervention. We also identified two or more studies, with low risk of bias, with a sample size of 20 or higher in each group



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				improving child overall behaviours within six months post intervention.				and which did indicate significance. Examples were <i>Incredible Years</i> (McGilloway, 2012) and <i>Triple P</i> (Little, 2012). McGilloway (2012) identified a significant effect size on 'child behaviour problem' ( $d = -1.13$ , CI 95% = -1.52, -0.75). Little (2012) identified a significant effect size on the subscale 'conduct problems' of the Strengths and Difficulties questionnaire ( $d = -0.35$ , CI 95% = -0.69, -0.02).
<b>Recommendation 3:</b> Make evidence-based parenting interventions available to families to improve child behaviour	6+ months (overall behaviours)	9	34	$d = -0.26^*$ ; 95%CI = -0.48, -0.04  This is a significant ( $p =$	77%	91%	Strong	The overall effect size indicated that parenting interventions can significantly improve child overall behaviours after six months post-intervention.



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and improve effective parenting practices.				<.05) effect in the direction of parenting interventions improving child overall behaviours over 6 months post-intervention.				We also identified two or more studies, with low risk of bias, with a sample size of 20 or higher in each group and which did indicate significance. Examples were <i>Incredible Years</i> (Karjalainen, 2019) and Promoting First Relationships (Oxford, 2021). Karjalainen (2019) found a significant effect size on, for example, on the ‘problem’ subscale of the Teacher Report Form ( $d = -1.57$ , CI 95% = -2.08, -1.06) while Oxford (2021) identified a significant reduction on the subscale ‘infant externalizing behavior’ of the Infant Toddler Social Emotional Assessment (ITSEA) ( $d = -$



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								0.28, CI 95% = -0.53, -0.03).
<b>Recommendation 3:</b> Make evidence-based parenting interventions available to families to improve child behaviour and improve effective parenting practices.	0-6 months (externalising behaviours)	42	159	$d = -0.32^{***}$ ; 95%CI = -0.44, -0.21  This is a significant ( $p = <.001$ ) effect in the direction of parenting interventions improving child externalising behaviours within 6-months post intervention.	69%	56%	Strong	The overall effect size indicated that parenting interventions can significantly improve externalizing behaviours within 6 months post-intervention. We also identified 2 or more studies, with low risk of bias, with a sample size of 20 or higher in each group and which did indicate significance. Examples were 2 studies of the same programme <i>Incredible Years</i> . Karjalainen (2019) identified a significant reduction in the 'Problem' subscale of the Eyberg Child Behavior Inventory ( $d = -$



Recommendation	Outcome	No. of trials	No. of effect sizes included	Effect size & 95% confidence intervals	Heterogeneity	% of studies assessed to have a low risk of bias	Strength of evidence rating	Summary of findings
								0.69, CI 95% = -1.09, -0.28) while McGilloway (2012) identified, for example, a significant reduction on the measure 'child problem behaviour' ( $d = -1.13$ , CI 95% = -1.52, -0.75).
<b>Recommendation 3:</b> Make evidence-based parenting interventions available to families to improve child behaviour and improve effective parenting practices.	6+ months (externalising behaviours)	8	28	$d = -0.23^*$ ; 95%CI = -0.42, -0.03  This is a significant ( $p = <.05$ ) effect in the direction of parenting interventions improving child externalising behaviours 6+ months post-intervention.	75%	93%	Strong	The overall effect size indicated that parenting interventions can significantly improve externalizing behaviours for six months or longer post-intervention. We also identified two or more studies, with low risk of bias, with a sample size of 20 or higher in each group and which did indicate significance. Examples were <i>Family Check-Up</i> (Dishion, 2008) and <i>Incredible Years</i>





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								(Karjalainen, 2019). Dishion (2008) found a significant reduction in the 'intensity' score of the Eyberg Child Behavior Inventory ( $d = -0.26$ , CI 95% = $-0.41, -0.10$ ). Karjalainen (2019) found, for example, a significant reduction on the 'problem' subscale of the Sutter-Eyberg Student Behavior Inventory-Revised ( $d = -2.30$ , CI 95% = $-2.87, -1.73$ ).
<b>Recommendation 3:</b> Make evidence-based parenting interventions available to families to improve child behaviour and improve effective parenting practices.	Positive Parenting	51	135	$d = 0.33^{***}$ ; 95%CI = 0.24, 0.41  This is a significant ( $p = <.001$ ) effect in the direction of parenting	68%	59%	Strong	The overall effect size indicated that parenting interventions can significantly increase the use/awareness of positive parenting practices. We also identified two or more studies, with low risk of bias, with a sample size of



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				interventions increasing the use/awareness of positive parenting practices within 6-months post intervention.				20 or higher in each group and which did indicate significance. Examples were two studies of the same programme <i>Incredible Years</i> . Arrubarrena (2022) found, for example, a significant effect on the subscale Verbal praise & incentives of the Parenting Practices Interview ( $d = 0.88$ , CI 95% = 0.46, 1.30). Lau (2011) found a significant effect on the subscale 'Positive Involvement of the Alabama Parenting Questionnaire' ( $d = 0.71$ , CI 95% = 0.13, 1.29).
<b>Recommendation 3:</b> Make evidence-based parenting interventions available to families to	Negative Parenting	30	78	$d = -0.47^{***}$ ; 95%CI = -0.63, -0.31	77%	62%	Strong	The overall effect size indicated that parenting interventions can significantly reduce the



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improve child behaviour and improve effective parenting practices.				This is a significant ( $p = <.001$ ) effect in the direction of parenting interventions reducing the use/awareness of negative parenting practices within six months post intervention.				use/awareness of negative parenting practices within six months post-intervention. We also identified two or more studies, with low risk of bias, with a sample size of 20 or higher in each group and which did indicate significance. Examples were two studies of the same programme <i>Incredible Years</i> . Boyd (2017) found a significant improvement in self-reported parenting discipline ( $d = -0.87$ , CI 95% = -1.42, -0.31). Hutchings (2007) found a significant reduction on the subscale 'harsh parenting' of the Parenting Practices



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								Interview ( $d = -0.91$ , CI 95% = -1.26, -0.55).
<b>Recommendation 4:</b> Make evidence-based parenting interventions available to reduce levels of parenting stress and support parental mental health.	Parenting stress	35	62	$d = -0.19^{**}$ ; 95%CI = -0.31, -0.08  This is a significant ( $p = <.01$ ) effect in the direction of parenting interventions reducing parenting stress within six months post intervention.	90%	60%	Strong	The overall effect size indicated that parenting interventions can significantly reduce parenting stress within six months post-intervention. We also identified two or more studies, with low risk of bias, with a sample size of 20 or higher in each group and which did indicate significance. Examples were <i>Triple P</i> (Jones, 2017) and <i>Incredible Years</i> (Hutchings, 2007). Jones (2017) identified a significant effect on the Parenting Stress Index ( $d = -0.53$ , CI 95% = -0.99, -0.08) while Hutchings



Recommendation	Outcome	No. of trials	No. of effect sizes included	Effect size & 95% confidence intervals	Heterogeneity	% of studies assessed to have a low risk of bias	Strength of evidence rating	Summary of findings
								(2007) also identified a significant reduction on the Parenting Stress Index ( $d = -0.55$ , CI 95% = $-0.89$ , $-0.20$ ).
<b>Recommendation 4:</b> Make evidence-based parenting interventions available to reduce levels of parenting stress and support parental mental health.	Parental mental health	47	117	$d = -0.17^{**}$ ; 95%CI = $-0.28$ , $-0.06$  This is a significant ( $p = <.01$ ) effect in the direction of parenting interventions improving parental mental health within six months post intervention.	71%	67%	Strong	The overall effect size indicated that parenting interventions can significantly improve parental mental health within six months post-intervention. We also identified two or more studies, with low risk of bias, with a sample size of 20 or higher in each group and which did indicate significance. Examples were <i>My Baby's First Teacher</i> (Herbers, 2020) and <i>Parent Aide</i> (Guterman, 2013). Herbers (2020) identified a



Recommendation	Outcome	No. of trials	No. of effect sizes included	Effect size & 95% confidence intervals	Heterogeneity	% of studies assessed to have a low risk of bias	Strength of evidence rating	Summary of findings
								significant result on the subscale ‘parent distress’ of the Hopkins Symptom – 25 checklist ( $d = 0.71$ , CI 95% = 0.10, 1.31) while Guterman (2013) identified a significant reduction on the subscale ‘maternal depression’ of the Brief Symptoms Inventory ( $d = -0.47$ , CI 95% = -0.87, -0.07).

## Evidence underpinning principles

We have used a broad range of evidence-rich sources to underpin the ‘Key Principles’ section of the Practice Guide. These include a qualitative systematic review, our advisory group, and in-house experience and knowledge of parenting interventions.

### Qualitative systematic review

A qualitative systematic review was written to help answer research questions pertaining to the views of parents and practitioners concerning the value of the parenting interventions. In the first instance, 466 studies were screened, of which 33 were included in



the final review. Findings related to broad themes of practitioner skillset, multi-agency working, data procedures, and holistic, whole-family working.

## **Advisory group**

Before work on the Practice Guide began, we developed a long-list of academics, stakeholders and professionals within the field. We have met face-to-face multiple times across the course of the writing the review and Guide, as well as correspondence over email. The aim of the advisory group has been to help with designing the aims of the review, unpicking its findings and with writing the Guide itself. By including a broad range of perspectives, the principles are a reflection of key voices in the sector and will hopefully ensure the Guide can have meaningful impact to its readers.

## **In-house expertise**

The team working on the Guide bring with them their own practical and methodological expertise. Those who have written and contributed to the ‘Key Principles’ section, and to the Guide itself have experience working in local authorities, government, and intervention evaluation.

# **Recommendations for further evaluation and testing of interventions in England**

- Further testing should be conducted on the extent to which individual practice elements contribute to the effectiveness of parenting programmes for parents of multiple and complex needs. This includes testing whether routine practice might be strengthened by incorporating some of the practice elements of effective programmes in wider case work and support for families. This approach would also be relevant where effective programmes cannot be delivered or are unavailable, or for parents who cannot be engaged to attend, where the delivery of core components from effective parenting programmes might help to improve outcomes.
- More research is needed to test the programme features and family and contextual circumstances that influence the effectiveness of parenting programmes. This includes further sub-group analyses to better understand what works and for whom.



- There is a need for more studies that utilise objective measures of outcomes related to child maltreatment rather than the parent-report and proxy measures that are currently predominant, and for more studies that involve longer follow-up periods. There would also be value in more head-to-head trials comparing the effectiveness of different programmes.
- Research is needed to assess whether programme effects sustain over time, and if not, how the benefits of these programmes can be sustained or boosted with this group of parents. Only a small number of trials included in the meta-analysis (n = 16, 16.8%) assessed outcomes beyond six months after intervention completion.
- The evidence base would also benefit from more studies of implementation, testing specific implementation strategies across contexts, scale-up, and sustainability.

Go to the Parenting Through Adversity Practice Guide (0-10): [wwwFOUNDATIONS.org.uk/practice-guides/parenting-through-adversity-0-10](http://wwwFOUNDATIONS.org.uk/practice-guides/parenting-through-adversity-0-10)

Find out more about the series of Practice Guides: [FOUNDATIONS.org.uk/practice-guides](http://FOUNDATIONS.org.uk/practice-guides)

## References

### Recommendation 1

Lau, A. S., Fung, J. J., Ho, L. Y., Liu, L. L., & Gudiño, O. G. (2011). Parent training with high-risk immigrant Chinese families: A pilot group randomized trial yielding practice-based evidence. *Behavior Therapy*, 42(3), 413-426.

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## Recommendation 2

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## Recommendation 3

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## **Recommendation 4**

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