

The Norwegian Effectiveness study of PMTO

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Parent Management Training – Oregon model (PMTO)

- PMTO is an empirically supported treatment for families with children (aged 4 – 12 years) with serious behavioral problems.
- The method is based on the social interaction learning model (SIL- model) and transactional principles.
- Parents are the primary intervention targets as they are considered the agents of change in child outcomes.
- Parents are treated individually.
- Parents are trained in five main parenting components.

PMTO: Design and sample characteristics

- A randomized controlled trial (RCT), with pre- and post assessments.
- An *effectiveness study* in which treatment was delivered via existing children's mental health (78 children) and child welfare (34) agencies.
- Randomization was pair-wise and carried out locally.

Sample:

- Recruiting started in 2001 and the last post-data arrived in 2006
- 112 families at intake: 59 PMTO and 53 (RS) families
- Mean age = 8.44*,
PMTO: M=9.05 (SD=1.93) and RS: M=7.77 (SD=2.15)
- 90 boys and 22 girls
- Children exhibited serious behavioral problems
- Retention rate at post-assessment: 87%

Sample

- Number of sessions in therapy (mothers):
PMTO: $M=26.10$ and RS: $M=13.51^*$
- Number of sessions in therapy (children):
PMTO: $M=1.85$ and RS: $M=7.82^*$

Measuring instruments

- Parent assessments
 - Problem behavior
 - Child Behavior Checklist (CBCL)
 - Parent daily Report (PDR)
 - Social Competence
 - Social Skills Rating System (SSRS- parent version)
 - Parents' therapeutic experiences
 - Filling in a questionnaire when terminating therapy

Measuring instruments

- **Teacher assessments**

 - Problem behavior**

 - Teacher Report Form (TRF)

 - Social competence**

 - Social Skills Rating System (SSRS- teacher version)

Measuring instruments

- Observation
 - Frequency of the child's initiating negative sequences
- Coders impression
 - Parents: Encouragement, Positive involvement, Discipline, Problemsolving, Monitoring
 - Child: Compliance

Main result variables

- Externalizing

- Parents and teachers assessments: CBCL, TRF, PDR

Social Competence

- Parents and teachers assessments: SSRS-P & SSRS-T

Compliance

- Measured by coders

Child's initiating negative sequences

- Observed by coders

Parental skills

- Measured by coders

Therapy assessment

- Parent questionnaire

Results of PMTO in Norway

Interaction effects of treatment condition by age level or gender:

Observed Compliance (by coders)

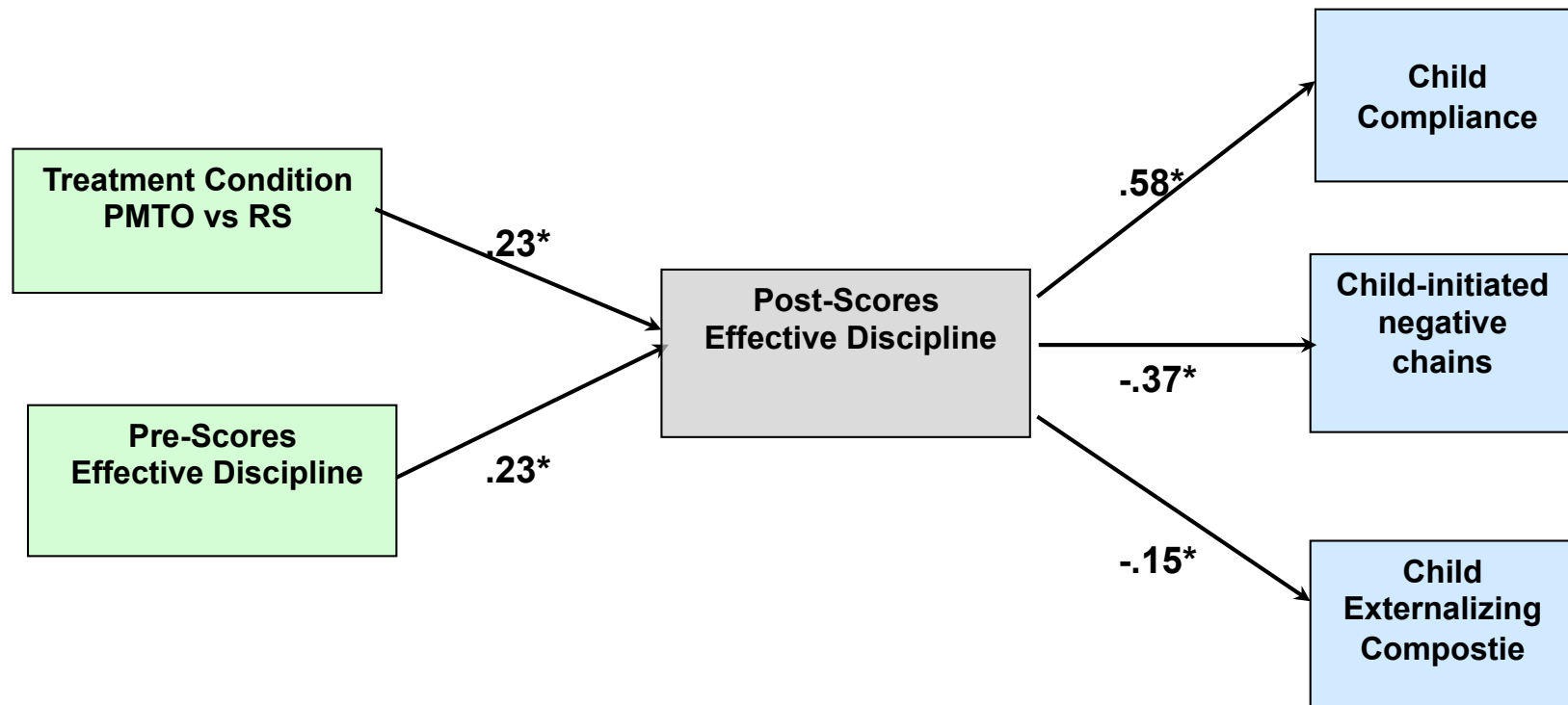
Teacher-rated externalizing and total problem scales

Parent daily report (telephone interview)

Observed Parental Monitoring

Observed Parental Problem Solving*

Confirming theory: A path model



Conclusions- PMTO

Parents' satisfaction with treatment was greater among PMTO parents than among parents receiving regular services.

- Fidelity of implementation (FIMP) measured the observed treatment fidelity and was found to be related to treatment satisfaction, parental problem solving, and parental discipline.
- Results from the Norwegian PMTO study supported the effectiveness of PMTO relative to regular services (RS). These results were achieved in a real-life setting
- While PMTO produced good results generally, the treatment program seemed to especially effective for families with younger children.
- Study shows that it is possible to transfer a treatment protocol from one country to another, given great attention to quality assurance and implementation quality.

Some data coming from a quality study of PMTO in Norway

- Seven families have been interviewed by two psychologist students making their final thesis based on data from this study. The parents were interviewed about the status

The main results:

- All the parents interviewed are very satisfied, have increased their self-confidence as parents, experience to master their parental role in a different way. they experience to have control as parents, are enabled to handle the challenges they meet when raising their children
- All the seven children had reduced their behavioral problems
- Most of the parents pointed out Good directions, Postive involvement and use of Time-out as the most essential parental tools that changed during the treatment

Results continue

- Two till seven years after therapy, most of the parents emphasize the importance of the good relation to the therapist and say that positive involvement has changed their way of looking at and attributing their children and promoting family cohesion in their daily life after the end of therapy

Lessons we have learnt

- Emphazising some dimensions in the training program
- How to train the therapists to track weekly the concrete level of the competence developed by the parents?
- How to train the therapists to know more exactly that the parents are enacting the tools at home regularly and in the ways they need to be done?
- Involvement of the child
- More focus on the child's ecology
- Do more studies focusing on mediation variables to find more about what mechanism are the effective ones to make the real change in coercive family processes
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