

Parenting Education

Description of Parenting Education

Definitions

- “an important and effective intervention for supporting and strengthening families as they cope with changing circumstances in a changing world as well as deal with issues such as socio-economic risks, health crises, and delinquency” (Jacobson & Seward, 2011, p.1).
- “a program in which parents actively acquire parenting skills through mechanisms such as homework, modeling, or practicing skills” (National Center for Injury Prevention, 2009, p. 2).

Prevalence

- The National Center for Injury Prevention and Control through its National Parenting Education Initiative (NPEI) has been conducting research on parenting education since 2005. The NPEI has been conducting research on parenting education since 2005 and suggests that the 2005 data on parent education is likely a low estimate for today.

PARENT EDUCATION RESEARCH

Parent education has taken many forms over the years but the majority of parent education programs are developed to address early childhood behavior problems (e.g., oppositional, aggressive, impulsive, and inattentive behaviors). Most children exhibit behavior problems to some degree, however, persistent displays of problem behavior are related to the development of delinquent, aggressive, and risky behaviors in adolescence (Broidy et al. 2003). Because the consequences of untreated behavior problems are significant, it is important to the research, they found that programs that focus on a combination of including intervention for internalizing and externalizing child behavioral problems; emotional regulation intervention; consistent parent response, parent-child interaction, and positive reinforcement have more resiliency and less behavior problems in adolescence, and are more effective in the long term.

Passive learning programs (e.g., self-paced modules, videos, and lectures) do not have adequate research support to promote their use (Wyatt Kaminski, Valle, Filene, and Boyle, 2008).

ACQUIRING PARENTING SKILLS AND BEHAVIORS

In their meta-analysis, Wyatt Kaminski, Valle, Filene, and Boyle (2008) found that researchers investigating parent education produced statistically significant outcomes and adequate effect sizes related to increasing parenting skills when they include components that address parent communication skills, parent-child interaction, and active parent skills practice.

DECREASING CHILDREN'S EXTERNALIZING BEHAVIORS

Researchers investigating parent education produced statistically significant outcomes and adequate effect sizes related to decreasing children's externalizing behaviors when they include components that address the correct use of time out procedures; that teach consistent parental response; that teach positive parental response; and that provide active parent skills practice (Wyatt Kaminski, Valle, Filene, and Boyle, 2008; Reyno & McGrath, 2006).

PARENT EDUCATION STRATEGIES

The following strategies are related to positive research outcomes when implemented in a research-based manner.

Parent-Child Interaction

Parent-Child Interaction Therapy (PCIT) is a brief, short-term therapy procedure designed both to teach effective parenting skills and to help parents interact better with their child on a daily basis. The core of PCIT is twofold: to create nurturing parent-child relationships and to model pro-social behaviors while increasing a child's appropriate, compliant behaviors (Eyberg, 2003). Parent-Child Interaction techniques are typically taught and modeled to the parents by counselors over the course of eight to ten weeks. PCIT involves teaching parents some fundamental relationship building strategies including therapeutic play techniques to use in the home environment (Galanter et al., 2012). PCIT training involves direct teaching, modeling, homework, rehearsal, and other practice activities and it is one of the most researched parent training project

IMPLICATIONS FOR PRACTICE

In today's world of counseling practice, it is important to demonstrate accountability and to use available

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