THE EUROPEAN FAMILY SUPPORT NETWORK

Doing implementation research in real-world conditions in positive parenting programmes

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Outline

- What is implementation research and why is it essential and challenging
- An example of implementation research in the face-to-face modality in a group parenting programme
- An example of implementation research in the online modality in a web-based parenting programme
- Conclusions

What is implementation research and why is it essential

- How well a programme is conducted and how it works when applied in real-world conditions (Berkel et al., 2011; Durlak & DuPre., 2008; Durlak et al., 2015; Hickey et al., 2021).
- It is essential in effectiveness trials where it is important to identify the fidelity with which a programme has been applied and the quality of implementation under real-world conditions.
- OVERALL PRE-POSTTEST RESULTS ARE NOT SO INFORMATIVE:
  - YES, IT WORKS: IN ALL CONDITIONS?
  - NO, IT DOES NOT WORK: IT MAY BE DUE TO POOR IMPLEMENTATION!

Why implementation research is challenging

- Different components that should be measured: the program itself, the context, the process and the participant's response. There is a lack of consensus on the components and little evidence from web-based programmes!
- Wealth of methods and data collection approaches (e.g., direct observations, checklists, surveys, focus groups, interviews). Few are validated!
- Additional economic cost and need of fully support from the organization: Poorly implemented programmes are very costly because they waste money, resources and time!

Main research question

- Do the implementation components of face-to-face and web-based programmes work equally well in predicting outcomes? Evidence were taken from:

  - "*Growing up happily in the family*" a face-to-face group-based programme for family preservation in families at psychosocial risk
  - "*Positive Parent*" a web-based universal positive parenting programme



Multi-site and multi-setting implementation

Community of Junta de Castilla y León
Community of Junta de Castilla-La Mancha
Municipality of Lleida
School Centres and municipalities of Canarias
Municipalities of Mallorca
Municipalities of Asturias
NGO

Universidad de La Laguna

UNIVERSIDAD DE LAS PALMAS DE GRAN CANARIA
Departamento de Educación

Parents with children aged 0-5 years
Group version: 20 weekly sessions of 2 hours
Home visiting version: 8 weekly sessions of 2 hours
Second version available (currently applied in the Municipality of Madrid for an effectiveness trial)

Hestia
Asociación para la Intervención e Investigación Familiar, Psicoeducativa y Social

‘‘Growing Up Happily in the Family’’ group version (Rodrigo et al, 2008)

MODULE 1: Sensitive and responsive parenting

Interactive bonds and types of attachment

MODULE 2: Coming to know our children

Needs and developmental milestones

MODULE 3: Regulating child behavior

Norms, limits and child-rearing practices

MODULE 4: First family–school relationships

Adaptation to the school and cooperative family-school practices

MODULE 5: Parenting: a solitary task?

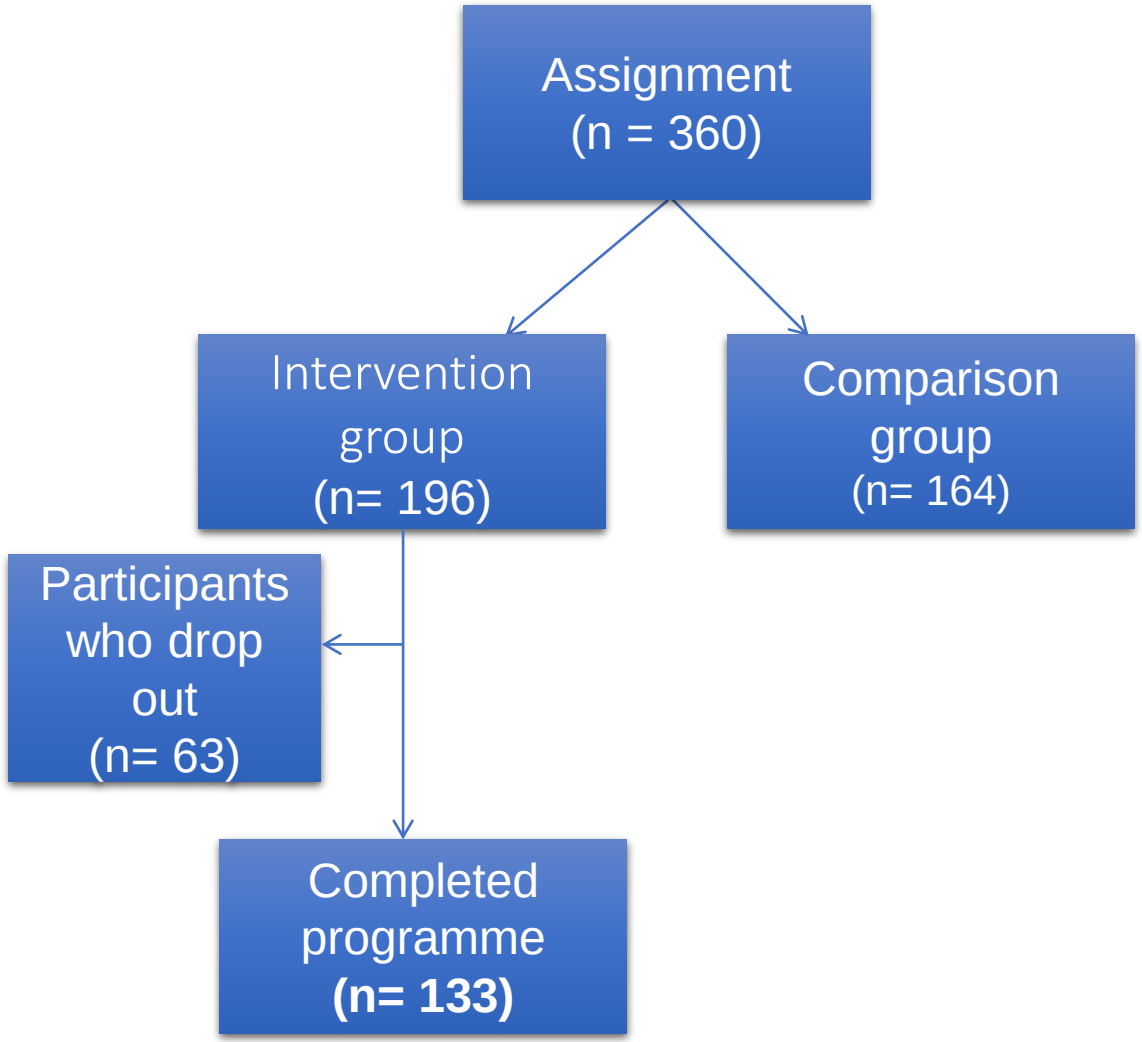
Informal and formal support networks



Materials include vignettes, videos, case studies, guided fantasies, puzzles, games, group discussions, memory tests.

Participants

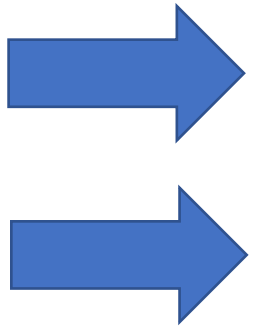
- 196 parents (Intervention) (76.8% at psychosocial risk)
- 26 groups
- Facilitators of Social Services, School Centers, NGO (25h training)



What implementation components predict positive outcomes?

Hierarchical regression analyses

IMPLEMENTATION COMPONENTS
(11 scores)
3-step procedure



ATTENDANCE RATE %

PARENTING STRESS INDEX
(CHANGE SCORES
post - pretest scores)

Regressions on pre-post Parental attitudes (Bavolek & Keene, 2001) were significant (18% to 21% variance)

Regressions on pre-post Parental sense of competence (Johnston & Mash, 1989) were non significant

Implementation	Indicators (checking list and focus group)
Adherence	Dossage (22 / 14)
	Duration of session (0,1)
Adaptations	Number and type of modifications (0,1)
Quality of delivery	Material resources (0-5 scale)
	Goal-related activities
	Clear guidelines
	Objectives reached
Group responsiveness	Group participation and interest
	Group cohesion and positive climate
	Participant satisfaction
Appraised obstacles	Implementation barriers

Step 3 Regression Model of Implementation on Participant Attendance 68% (62% to 75%)

Predictor	Beta	Adjusted R^2	ΔR^2
Full dosage	-0.16	.15*	.07*
Appropriate duration	0.25		
Crucial modifications	-0.14		
Material resources	0.09		
Objectives reached	-0.24		
Participation / interest	**0.67***		
Motivational barriers	-0.04		
Engagement barriers	0.10		
Adaptation barriers	**-1.31****		
Organizational barriers	**-0.87***		
Coordination barriers	**-0.88***		

Step 3 Regression Model of Implementation Variables on change scores in Parenting Stress Index (parental distress factor was NS)

Predictor	Dysfunctional interaction Beta	Adj R^2 /ΔR^2	Difficult child Beta	Adj R^2 /ΔR^2
Full dosage	**-.21***	.44***/.21***	-.15	.21** / .11**
Appropriate duration	**-.38****		**-.42****	
Crucial modifications	-.07		.01	
Material resources	.03		.06	
Objectives reached	**.**03		-.07	
Participation, interest	**-.37*****		**-.31***	
Motivational barriers	**.44****		.24	
Engagement barriers	-.04		.07	
Adaptation barriers	**.80*****		**.55*****	
Organizational barriers	**.60*****		.20	
Coordination barriers	**.40*****		**.26***	

Results

- Full dossage and a good timing of the sessions had a positive effect on reducing parenting stress, indicating the importance of adherence.
- Participant's positive response and profesional's perception of fewer barriers in the implementation were related to:

    - a greater permanence in the programme

    - a decrease in parenting stress,

There is a need for professional training in the adaptation of the programme to the participants and the context.

http://educarenpositivo.es



"Positive Parent"
Rodrigo et al (2014)
web-based programme

Spontaneous free login to the programme

The website has been in place since 2013 and achieved 1700 regular followers from Spanish-speaking countries



Internet: a resource for the family

Helping get along better in the family

Understanding and guiding my child's behavior

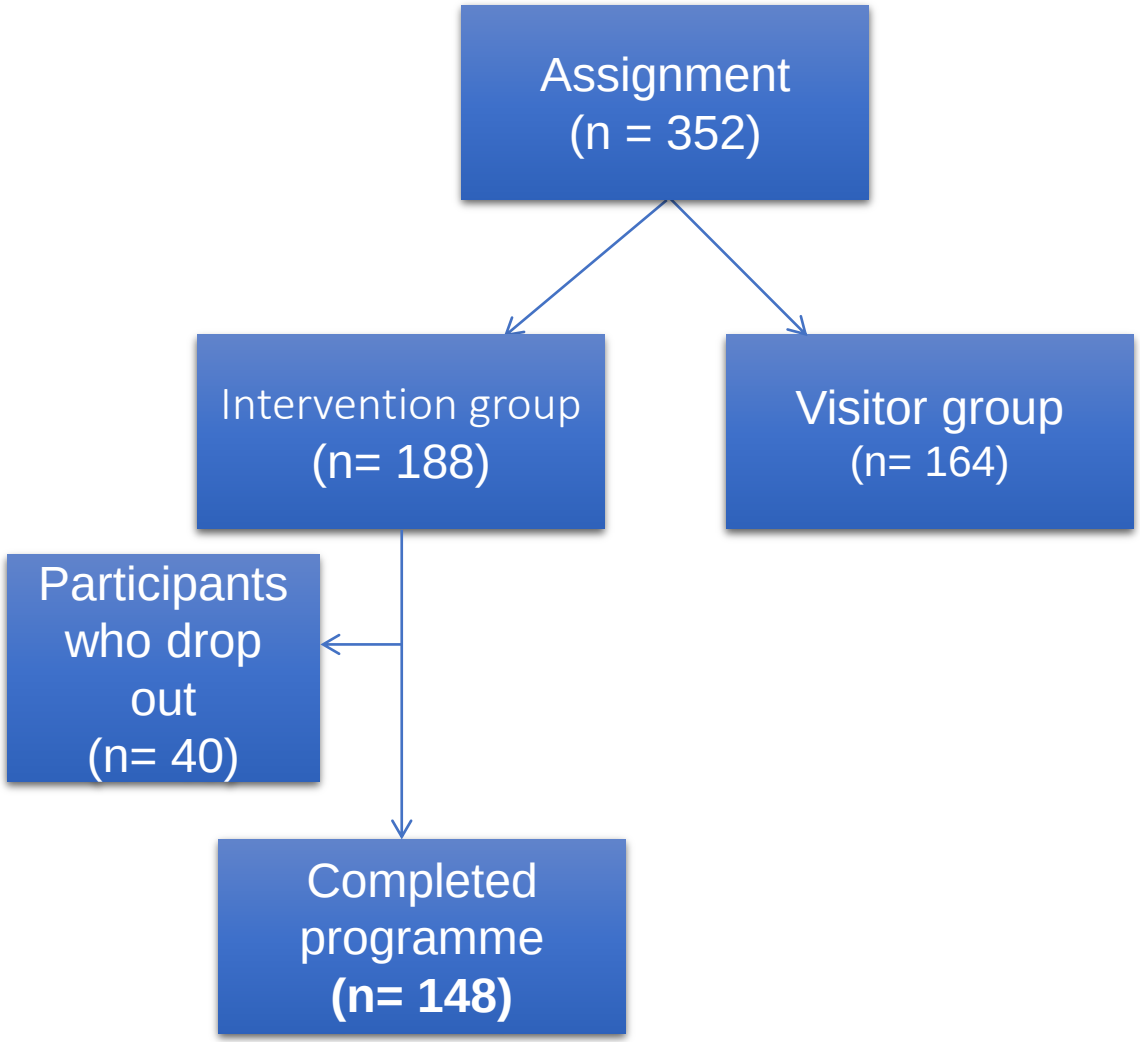
Our child is different, we help him grow

Healthy eating: a challenge for the family

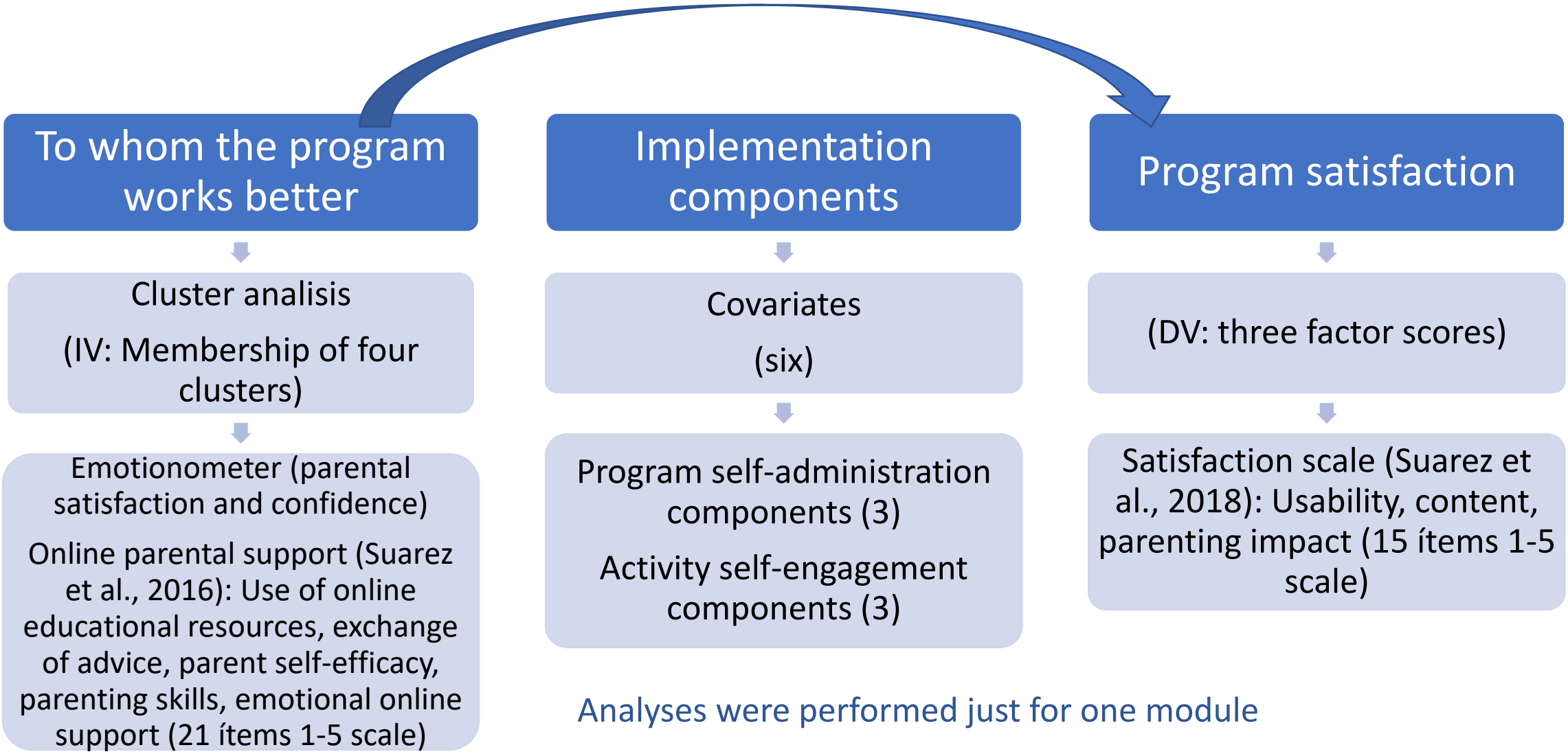
- ✓ Eight hour duration for module as averaged
- ✓ 120 web-based activities, 40 original video-clips, and over 200 illustrations inserted in five moodle units with forums and diary
- ✓ New project approved for technical renewal and new contents!

Participants

- 188 parents (intervention group)
- Spanish speaking,mothers young children
-Internet experience and educational use



What implementation components help to explain the link between the best results and the program satisfaction? ANCOVA analyses



Analyses were performed just for one module

Components of Implementation	Indicators
Self-administration of the programme	Connection time (morning, afternoon, evening)
	Connection duration (< 10 min to > 20 min)
	Program duration (< one week to > two weeks)
Self-engagement in programme activities	Forum participation (0-3 frequency scale)
	Diary use (0-3 frequency scale)
	Making a commitment to try at home (accumulated 0-1 absence/presence)

Satisfaction (1-5)	Cluster 1 (n = 34) : partial mixed changes M (SD)	Cluster 2: N= 25) total mixed changes M (SD)	Cluster 3: (n = 34) total positive changes M (SD)	Cluster 4: (n= 55) partial positive changes M (SD)	Planned contrast	Significant positive covariates
Usability	2.85 (.77)	2.47 (.94)	3.44 (1.13)	3.49 (.90)	3-1*,3-2** 4-1*, 4-2***	Connection duration, forum, diary, commitment
Content	2.79 (.75)	2.33 (.87)	3.32 (1.12)	3.24 (.87)	3-2***. 4-2***	Forum, diary, commitment
Parenting impact	2.99 (.77)	2.43 (1.03)	3.34 (1.15)	3.21 (.91)	3-2** 4-2**	Forum, diary, commitment

Results

- Implementation in the online modality also matters to explain changes in parenting outcomes, which requires the identification of new components.
- “In-person” (social exchanges and self-reflective) components modulate the link between achieving better results and greater satisfaction with the programme (more awareness of the learning process), opening the way to mixed interventions and in-person enriched ITC environments.

Conclusions

- Multi-site/multi-setting trials, use of a variety of components /methods /informants, different outcomes, and a multivariate approach are the best ways for doing implementation research
- Knowing the best implementation conditions, for whom and for which outcomes the programme works better is critical for programme development, replicability, and testing true effectiveness.
- Implementation research may help to reveal the effective ingredients of change in a complex learning scenario: participants' social exchanges and self-reflective processes should be promoted no matter the modality of delivery.

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