

Effectiveness of Parent-Training Program Provided by Elementary School Teachers in Japan

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Purpose of the study

Effectiveness of PT provided by teachers

Even though the effectiveness of parent training is gaining attention and is recommended by the central government as family support for family of children with disabilities, only 20% of the local governments are implementing it. This study aimed to find out how short version of parent-training program(90 min.*3days) provided by elementary school teachers effect parents' depression, children's behavior, and parent's trust towards school. As for teachers, this study aimed to find the impact to teacher's sense of efficacy and knowledge of applied behavior analysis before and after providing parent training.

Contents of PT program

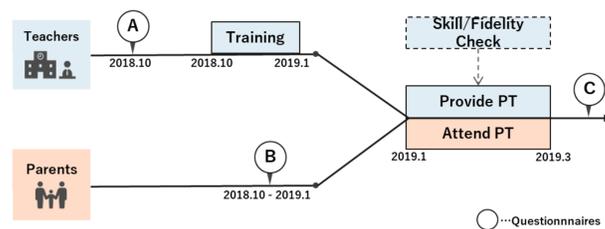
PT package was provided by LITALICO Inc. It was shortened to 3 sessions(90min. each) from 6 sessions, considering feasibility at schools.

- Session 1: Be a good praiser: teaching reinforcement
- Session 2: Be a good environment-creator: teaching how to create environment for target behavior
- Session 3: Be a good instructor: teaching how to give instructions for target behavior

Homework were given after session 1 and 2.

Procedures for teachers

Schedule of the study



Teacher training participants

Board of Education asked 12 Elementary schools to participate in teachers training. 16 teachers participated; 10 of them were regular education teachers. Average years of experience in teaching were 13.3 years(2-25).

Contents of teacher training

1. **Lecture and roleplay** : 3hours lecture on PBS, 3 hours lecture/roleplay on facilitating PT program. Teachers were provided with slides and scripts.
2. **Watching PT** : Watched short-version PT facilitated by 3rd author.
3. **Supervising PT**: PT program were provided at 7schools by 11teachers. 1st, 2nd, 3rd author checked teachers skills and fidelities. After each session, teachers were given feedbacks.

Questionnaires

Teachers' Sense of Efficacy Scale short-form(Tschannen-Moran & Woolfolk, 2001) with questions regarding partnership with the parents added, and Applied Behavior Analysis Checklist for Teachers(Koseki et al., 2007) were used.

Results for teachers

1) **Knowledge of ABA**: Before training, average score was 18/25. There weren't significant different by one-way analysis of variance ($F(2,20) = 1.139, n.s.$)

2) **Teachers' sense of efficacy**: There was a significant difference in student engagement, and instructional strategies. ($t = -3.746, df = 10, p < .01$; $t = -3.155, df = 10, p < .05$) (Fig. 1) . Also, we there was an increase in scores for parent partnership (Table 1)

Implications: Not only providing parent training in elementary school can strengthen parent-teacher partnership, it can also affect teacher's teaching strategies in classroom.

Table 1 Average score for parent partnership

Questions	Before Training	After PT
When talking to parents, do they listen to you?	6.1	6.3
Can you explain to the parents about support needed for children?	5.5	6.2
Can you explain to parents about children's concerns?	5.8	6.3
Can you cooperate with parents to support children ?	5.5	6.3

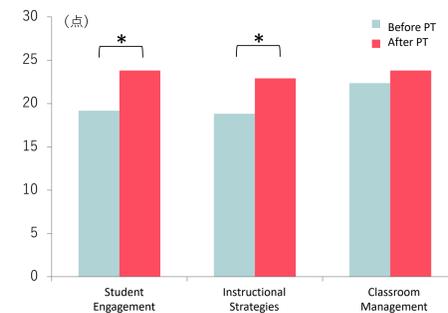


Fig.1 Change in Teachers' sense of efficacy

Procedures for parents

PT program participants

43 parents participated in PT program provided at 7 schools. Parents of children both regular class and special class participated. Average number of participants per school was 6.2(2-14parents). Data were collected from 19 parents.

Questionnaires

- 1) **Parents' Depression** : Japanese version of Beck's Depression Index II
- 2) **Children's behavior** : Strength and Difficulties Questionnaire, Child Behavior Checklist
- 3) **Parent's parenting style** : Parenting Style Questionnaire
- 4) **Parents' trust towards school** : Parent Trust Scale

Results for parents

- 1) Parent's depression decreased significantly($t = 2.935, df = 18, p < .01$) (Fig. 2) .
- 2) Total score and internal behavior of CBCL decreased significantly ($t = 2.162, df = 17, p < .05$; $t = 24.089, df = 17, p < .01$), (Fig. 3) as well as SDQ's emotional factor decreased significantly($t = 2.807, df = 18, p < .05$). Out of 19 children, 10 of them were in the clinical range, but 6 of them got out of the range after PT. (Table 2)
- 3) Parents' positive parenting style increased significantly ($t = -3.441, df = 18, p < .01$)(Fig. 4).
- 4) Parent's trust scale showed no difference ($t = 0.580, df = 18, n.s.$).

Implications: Elementary teachers were capable of providing effective parent training with adequate staff training. Since the participants included parents of students who's enrolled in regular class, it was implicated that short-version of parent training can function as universal tier-1 support. Limitation of the study is that number of the data collected was not enough, there is a need for control group, and follow-up data should have been collected to see duration of the effectiveness.

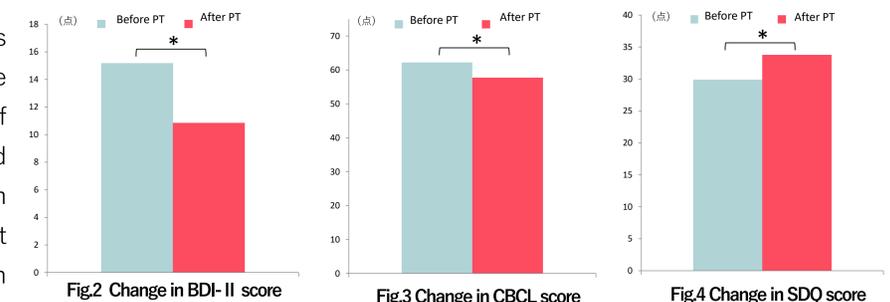


Table 2 Change in CBCL total score (n=19)

	Before PT	After PT
Typical range	9 (47.3%)	15 (78.9%)
Clinical range	10 (52.7%)	4 (21.1%)

[COI] First author is paid by LITALICO Inc. to conduct this study.

[Ethical reviewed] This study was ethically reviewed and approved by LITALICO Lab Ethical Review Committee.