Parent Management Training & Collaborative and Proactive Solutions: A Randomised Comparison Trial for Oppositional Youth within an Australian population

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Background

- Ollendick et al., 2015 RCT.
  - PMT = CPS (6mth)

- “(PMT) represents one of the major achievements of the mental health sciences” Mark Dadds, APS, 2012

- However, it does not work satisfactorily for everyone (Ollendick et al., 2015)

- Need exists for alternative treatments
  - Families for whom PMT does not work to a satisfactory level
  - Parents who do not find PMT to be an acceptable treatment
Phase 1: Treatment outcomes for PMT & CPS
Next step - replication of Ollendick et al. 2015 RCT study
- Equivalent outcomes in Australian population
- Mediators and moderators – Anna Dedousis-Wallace

Phase 2: Evaluating an attrition prevention program
- Awareness of high attrition in this population (Chacko et al., in press)
- Few studies have looked at strategies for increasing engagement and participation (Nock & Ferriter, 2005).
- Participation Enhancement Intervention (PEI; Nock & Kazdin, 2005).
Design – Phase 1

- Compared CPS and PMT treatment conditions

- Families assessed at pre-treatment, post-treatment and 6 month follow-up.

- Aim N = 120. Current: completed 31 posts.

- Randomly assigned to 2 active treatment conditions

- PMT: n = 17; CPS; n = 14.

- Replication – similarities and points of difference
Inclusion Criteria

- Diagnosis of ODD according to DSM-IV
- Severity of ODD of at least 4 on a 0-8 scale
- Age 7-14 years

Exclusion Criteria

- Current high suicidality
- Drug or alcohol abuse
- Psychotic symptoms/childhood schizophrenia
- Autism Spectrum Disorder
- Developmental delay
Hypotheses

- We expect that levels of oppositional behaviour in youth will decrease significantly and to an equal degree, for both CPS and PMT conditions at post-treatment and follow-up.
Measures

- **Treatment Response**
  - ADIS Clinician Severity Ratings - ODD
  - Disruptive Behaviour Disorders Ratings Scale
  - Clinical Global Impression Scale – Severity

- **Treatment remission**
  - Dx free: ADIS ODD
  - Clinical Global Impression Scale - Improvement
## Results

<table>
<thead>
<tr>
<th>Demographics</th>
<th>Current study (Aim: 120)</th>
<th>Ollendick et al., 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of families</td>
<td>31</td>
<td>134</td>
</tr>
<tr>
<td>Principal reason for referral</td>
<td>ODD primary: 71% secondary 29%</td>
<td>64%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>30%, tertiary: 6%</td>
</tr>
<tr>
<td>Comorbidity</td>
<td>94% with at least 1 comorbid disorder and</td>
<td>99%</td>
</tr>
<tr>
<td></td>
<td>81% had 3 or more disorders</td>
<td>83%</td>
</tr>
<tr>
<td>Gender</td>
<td>80.6% male; 19.4% female</td>
<td>61.9% male; 38.1% female</td>
</tr>
<tr>
<td>Average age</td>
<td>10.15 years</td>
<td>7-9 yrs 59.35%; 10-14 yrs – 40.65%</td>
</tr>
<tr>
<td>Family structure</td>
<td>2-parent families: 83.9%</td>
<td>81%</td>
</tr>
<tr>
<td>Average number of sessions</td>
<td>$\bar{X} = 14.03$ (14 hrs). $SD = 2.49$.</td>
<td>$\bar{X} = 11.80$ (15hrs) $SD = 1.60$</td>
</tr>
<tr>
<td></td>
<td>CPS: 14.36 (2.65); PMT: 13.76 (2.41)</td>
<td></td>
</tr>
</tbody>
</table>
Outcomes – ODD Clinician Severity Ratings

Pre

Post

PMT

CPS

6.71

6.65

3.35

3.18
## Diagnostic status - ODD

<table>
<thead>
<tr>
<th>ADIS - ODD</th>
<th>CPS</th>
<th>PMT</th>
</tr>
</thead>
<tbody>
<tr>
<td>UTS study</td>
<td>50%</td>
<td>53%</td>
</tr>
<tr>
<td>Ollendick et al., 2015</td>
<td>46%</td>
<td>51%</td>
</tr>
</tbody>
</table>
Investigating a brief intervention to enhance parent attendance and adherence: Participation Enhancement Intervention (PEI) (Nock & Kazdin, 2005).

- Motivational enhancement approaches used with adults (Miller & Rollnick, 2002)
- Barriers to treatment participation model (Kazdin, Holland, Crowley, 1997)

vs. Engagement As Usual (EAU)
Hypotheses

- Random assignment
- The PEI group will be associated with:
  - less drop out,
  - increased attendance,
  - increased adherence,
  - higher treatment acceptability,
  - higher parent motivation,
  - And BETTER OUTCOMES!!
- ...than the engagement as usual (EAU) group at post-treatment
1) The changes I want to make are:
In my child: (e.g., decrease tantrums)
______________________________________________________________________________________
______________________________________________________________________________________
In me: (e.g., learn and use new parenting skills)
______________________________________________________________________________________

2) The most important reasons I want to make these changes are:
(e.g., child’s future, family functioning)_______________________________________________________

3) The steps I plan to take in changing are:
(e.g., come to sessions, try skills at home, practice)_____________________________________________

Things that could interfere with the change plan:
4) How much trouble do you think you’ll have getting to session each week (e.g., transportation, scheduling)?
   0 1 2 3 4
   Not at all    Very much
To overcome this I will: (e.g., use reminders to self to practice each day)____________________________
- Number of sessions attended.
- Completers vs non-completers
- Sessions missed
- Lateness to therapy (more than 15 mins)
- Behavioural Observation of Application of Therapy Techniques
- Parent Motivation Inventory (Nock & Photos, 2006)
- Treatment acceptability – Parent Evaluation Inventory (Kazdin, Siegal & Bass, 1992)
Results

- Dropout: 2 families
- EAU (n = 18); PEI (n = 13)

**Attendance (no. of sessions):**

<table>
<thead>
<tr>
<th></th>
<th>EAU</th>
<th>PEI</th>
</tr>
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<tbody>
<tr>
<td>( \bar{X} = 14.17; \ SD = 2.55 )</td>
<td>( \bar{X} = 13.85; \ SD = 2.51 )</td>
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</tr>
</tbody>
</table>
Results

- Adherence questionnaire – therapist rated

<table>
<thead>
<tr>
<th></th>
<th>PEI</th>
<th>EAU</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>$\bar{x} = 2.60$ (1.02)</td>
<td>$\bar{x} = 2.16$ (0.65)</td>
</tr>
<tr>
<td>1</td>
<td>Not at all</td>
<td>Very little</td>
</tr>
<tr>
<td>2</td>
<td>Very little</td>
<td>Somewhat</td>
</tr>
<tr>
<td>3</td>
<td>Somewhat</td>
<td>Fairly well</td>
</tr>
<tr>
<td>4</td>
<td>Fairly well</td>
<td>Very well</td>
</tr>
</tbody>
</table>
Where to from here?

Results promising for Phase 1

Trial near completion end of 2017