

# Effects of Parent Training Facilitated by Elementary School Teachers for Parents of Children with Developmental Disabilities : Changes in Parenting Attitudes, Behavioral Problems, and Quality of Life

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## INTRODUCTION & AIM

### Background:

Parent training (PT) is evidence-based support for parents of children with developmental disabilities, effective for reducing behavioral problems and improving QOL. However, PT remains underprovided: only ~20% of municipalities offer it, and programs for school-age children are especially scarce in Japan.

### Rationale for Teacher-Circle PT:

- Teachers trained in PT can serve as staff, benefiting both parents and teachers
- Teacher voluntary circles allow PT outside regular school duties

### Objectives:

To evaluate the effectiveness of a blended, abbreviated PT program led by multiple teacher circles on children's behavioral problems and QOL.

## METHOD

### Program Format

- 4 face-to-face sessions (~2 hrs each) at local community meeting rooms
- 5-series on-demand video training (A–E, 8–20 min each)
- Online make-up sessions for absentees
- Weekly homework + email/chat feedback from staff

### Curriculum Topics:

- Session 1: Behavioral definition, praise strategies, identifying target behaviors
- Session 2: Token economy / DRI, verbal praise role-play
- Session 3: CCQ instructions (Calm, Close, Quiet), extinction, extinction burst risks
- Session 4: Review, self-reflection, future home practice planning
- Videos A-E: Structured environment, stress relief (PMR), ABC analysis, functional assessment (MAS), task analysis & chaining

### Staff: 3 teacher circles; 7 face-to-face staff + 5 video staff

Special needs classroom teachers, resource room teachers, early childhood NPO staff

### Measures:

- KINDL (Shibata et al., 2014)
  - 6 subscales: Physical, Emotional, Self-esteem, Family, Friends, School
- SDQ (Strengths & Difficulties Questionnaire; Goodman, 1997)
  - 5 subscales + Total Difficulties Score (TDS)
- PNPS (Positive and Negative Parenting Scale) (Ito et al., 2014)
  - 6 subscales: Involvement and monitoring, Positive responsivity, Respect for will, Overprotection, Inconsistency, Harsh discipline
- Parental self-rating (7 items, 5-point; each session)
- Social validity questionnaire (12 items, 5-point; post)

## RESULTS & DISCUSSION

### Wilcoxon Signed-Rank Tests (pre vs. post, n=23): (Figure 1-3)

**KINDL:** Emotional p<.05 ✓ Self-esteem p<.05 ✓ Family p<.01 ✓ Friends p<.05 ✓ Physical n.s. School n.s.

**SDQ:** HI p<.05 ✓ TDS p<.01 ✓ ES n.s. PP n.s. CP n.s. PB n.s.

**PNPS:** Involvement and monitoring p<.05 ✓ Positive responsivity n.s. Respect for will n.s. Overprotection n.s. Inconsistency n.s. Harsh discipline n.s. Parental Self-Rating: Consistent upward trend Session 1 → 4 (all 7 items)

### Social Validity (n=23, 5-point scale):

Mean 4–5 on all items except side-effect items (Q10, Q11: mean=1.2) → Participants found the program acceptable and beneficial

Figure 1. KINDL subscale scores (pre vs. post)

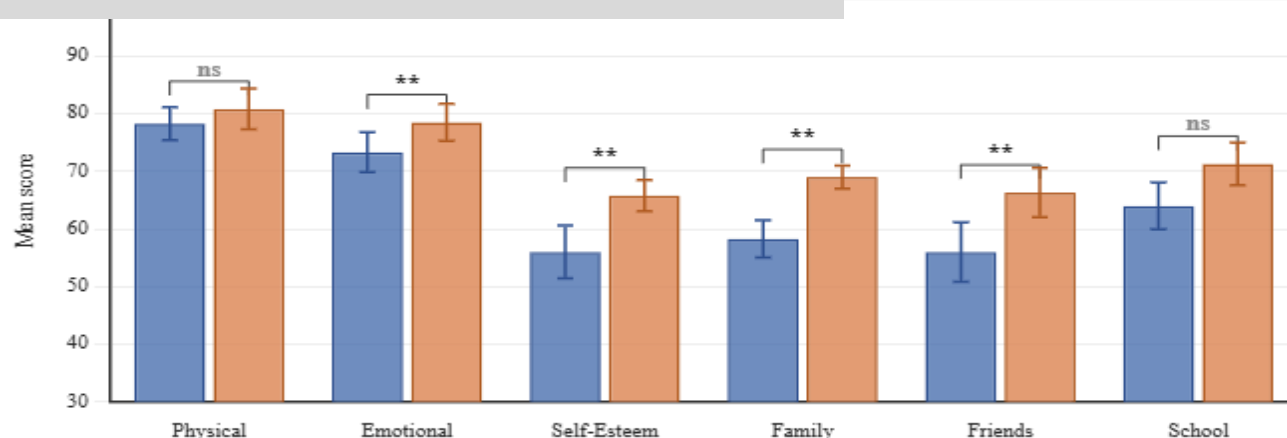


Figure 2. SDQ subscale scores (pre vs. post)

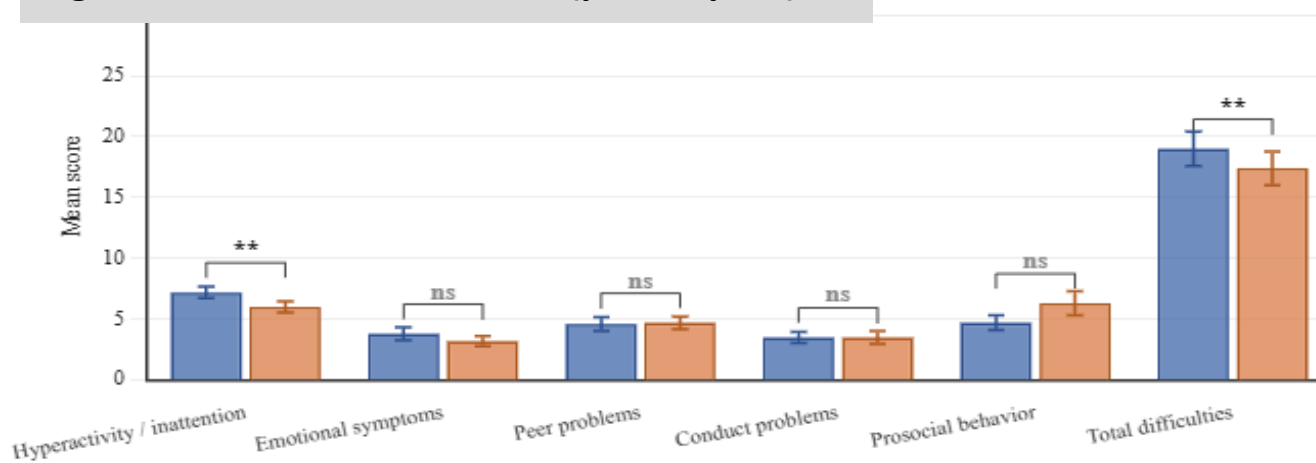
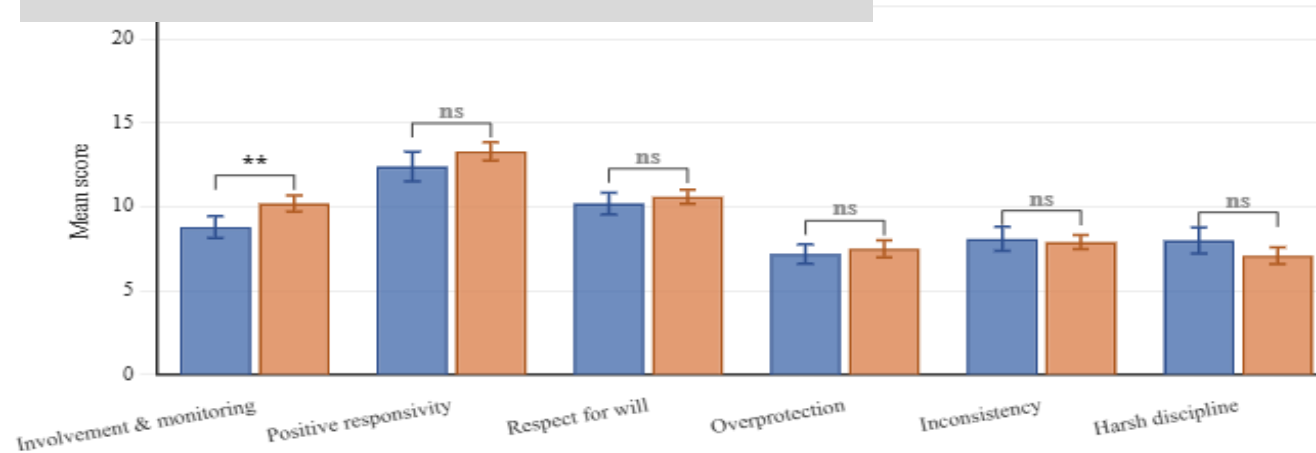


Figure 3. PNPS subscale scores (pre vs. post)



## CONCLUSION

### Key Findings:

- Significant improvements:
  - in KINDL-Emotional, Self-esteem, Family, and Friends .
  - in SDQ-HI, and TDS.
  - in PNPS-Involvement and monitoring .
- A blended abbreviated PT (4 sessions + videos) delivered by volunteer teacher circles achieved comparable effects to prior studies in Japan.
- High social validity: participants rated goals, methods, and outcomes favorably with minimal side effects

### Implications:

Teacher circles can serve as a sustainable, community-based PT model, addressing the shortage of school-age PT programs in Japan.

## FUTURE WORK / REFERENCES

### Limitations & Future Directions:

- Expand booster/follow-up sessions to maintain long-term effects
- Collect data on child-side changes alongside parenting behavior
- Strengthen staff training (currently shorter than prior studies)
- Add caregiver stress/burden measures in future studies
- Allow flexible participation levels (self-selected intensity)

### Selected References:

- Goodman, R. (1997). The Strengths and Difficulties Questionnaire: A research note. *Journal of Child Psychology and Psychiatry*, 38(5), 581–586.
- Ito et al. (2014). Development of the Positive and Negative Parenting Scale: Verification of factor structure and construct validity. *Japanese Journal of Developmental Psychology*, 25(3), 221–231.
- Shibata et al. (2014). Kodomo no kenkō kanren QOL no sokutei: KINDL QOL shakudo no jitsuyōka ni mukete [Assessing health-related quality of life in children and adolescents]. *Seishin Joshi Daigaku Ronsō*, 122, 27–52