



PARENTING PROGRAM LEADER TRAINING AND LIFESTYLE DYNAMICS

ROY M. KERN, EdD.

Professor

Department of Theoretical Psychology

Vytautas Magnus university

JOLITA JONYNIENĖ, PhD.

psychologist, lecturer

Department of Health Psychology

Lithuanian University of Health
Sciences

Evidence-based research on STEP program

In 2011-2012 647 parents of 6-to 12-year olds participated in the research.

- 348 parents (89 percent mothers) were the STEP program completers with the pre-test and post-test scores

Significant research findings at post-test (end of program):

- When compared to the control group, Lithuanian mothers in the experimental group gained more knowledge on parenting, decreased authoritarian and permissive parenting style and perception of the target child's emotionally charging behavior.
- The outcomes of the STEP program with fathers included an increase in knowledge on parenting.
- Additionally, the parenting program was more efficacious for mothers who attended the classes with a spouse or completed the homework assignments every week.

Evidence-based research on STEP program



In the same research study, 251 parent of 6-to 12-year olds participated in the follow-up after 3 to 4 months.

- 145 parents (92 percent mothers) were the STEP program completers with the pre-test, post-test and follow-up scores

The follow-up indicated that:

- the outcomes of the STEP program on knowledge on parenting, parenting style and parental perception of child's behavior continued to be stable in three-to four-month period with both parents' genders

Basic Training



1. Presentation of STEP program and STEP leader training (2 hrs.)

2. **Leader training workshops:**
Adlerian principles in STEP
Parenting group dynamics
STEP leader's skills
Resilience of program participants
STEP parenting classes (18 hrs.)

1. Introductory session

2. Understanding Yourself and Your Child

3. Understanding Beliefs and Feelings

4. Encouraging Your Child and Yourself

5. Listening and Talking to Your Child

6. Helping Children to Cooperate

7. Discipline that Makes Sense

8. Choosing Your Approach

9. Final session

3. Sharing experience: Leaders' discussion on 2 to 4 STEP program sessions (3 hrs.)

4. Sharing experience: Leaders' discussion on 5 to 6 STEP program sessions (3 hrs.)

5. Sharing experience: Leaders' discussion on 7 to 8 STEP program sessions (3 hrs.)



Supportive
training

1. Introductory session

2. Understanding Yourself and Your Child

3. Understanding Beliefs and Feelings

4. Encouraging Your Child and Yourself


5. Listening and Talking to Your Child

6. Helping Children to Cooperate


7. Discipline that Makes Sense

8. Choosing Your Approach


9. Final session



1. Sharing experience: Leaders' discussion on 2 to 4 STEP program sessions (3 hrs.)

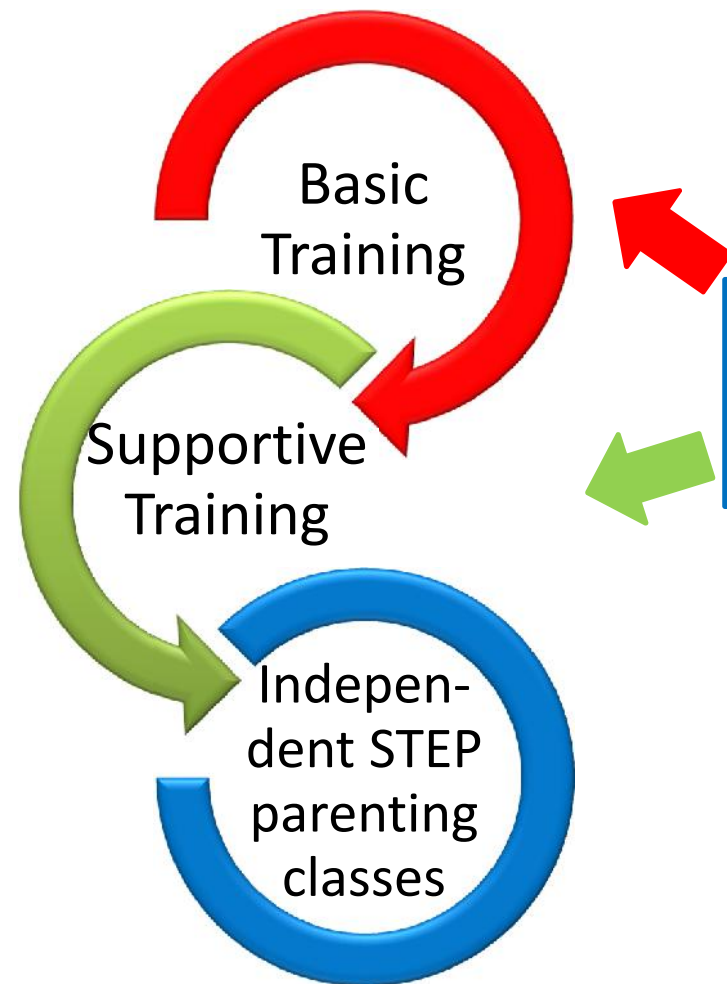


2. Sharing experience: Leaders' discussion on 5 to 6 STEP program sessions (3 hrs.)



3. Sharing experience: Leaders' discussion on 7 to 8 STEP program sessions (3 hrs.)

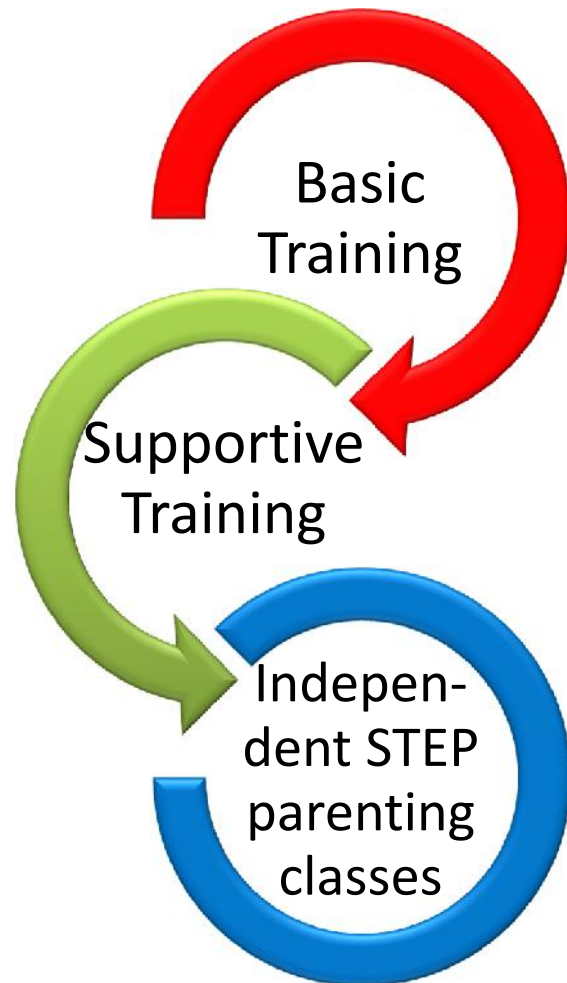
Leader training model (Jonynienė, Kern, since 2010)



Leader's report on each STEP session

- Materials used,
- particular activities organized,
- challenges encountered,
- group dynamics,
- self-evaluation related to session success

Leader training model: numbers (2010-2013)



51 leaders

32 leaders

19 leaders

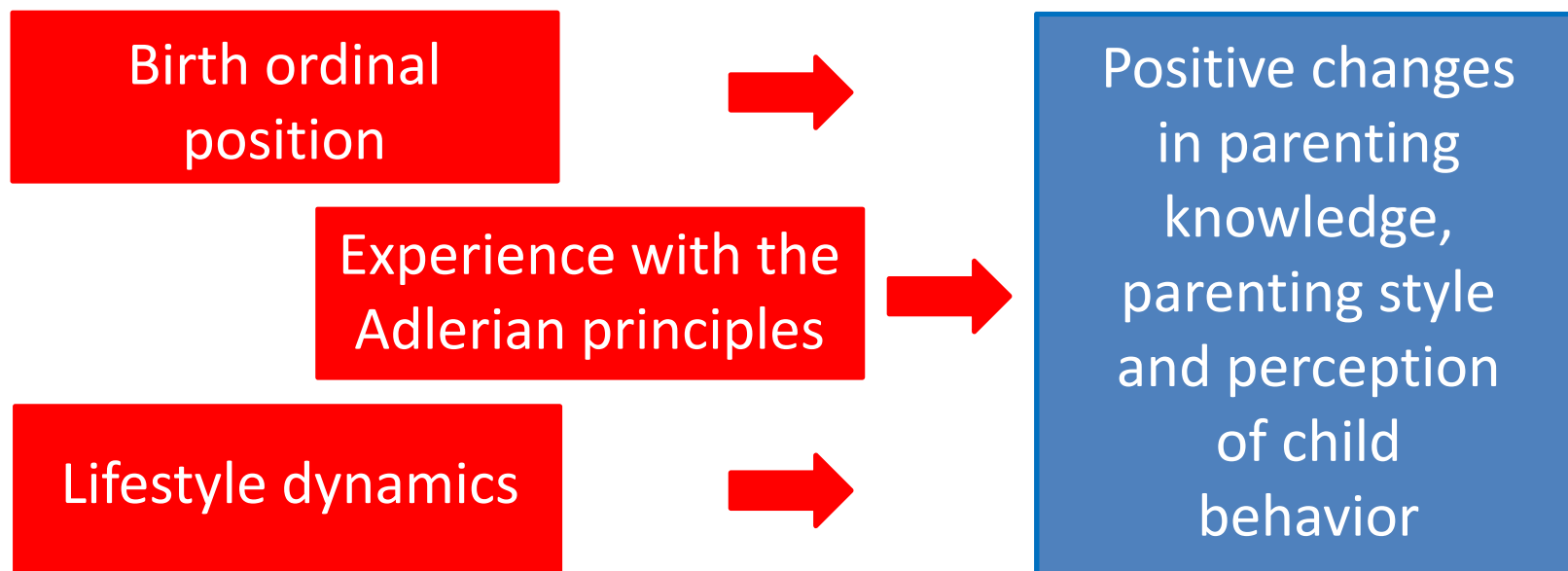
During the year 2010-2013 in Lithuania:

- 122 parenting groups
- about 1000 participants
- 180 participants in 2014 spring

Research on leader characteristics and program efficacy

In 2011-2012 27 leaders from the basic and supportive training levels were enrolled in the research study.

- **Aim of the study** - to identify which leader characteristics prompt to the positive outcomes of the parenting classes



Efficacy and leader birth ordinal position

Repeated measures ANOVA showed that mothers experienced the lowest positive changes in perception of emotionally charged child's behavior with STEP group leaders who were the only children in their family of origin ($F(3, 301) = 3.40, p < .05$).

Changes in maternal perception of emotionally charged behavior by leader's birth ordinal position



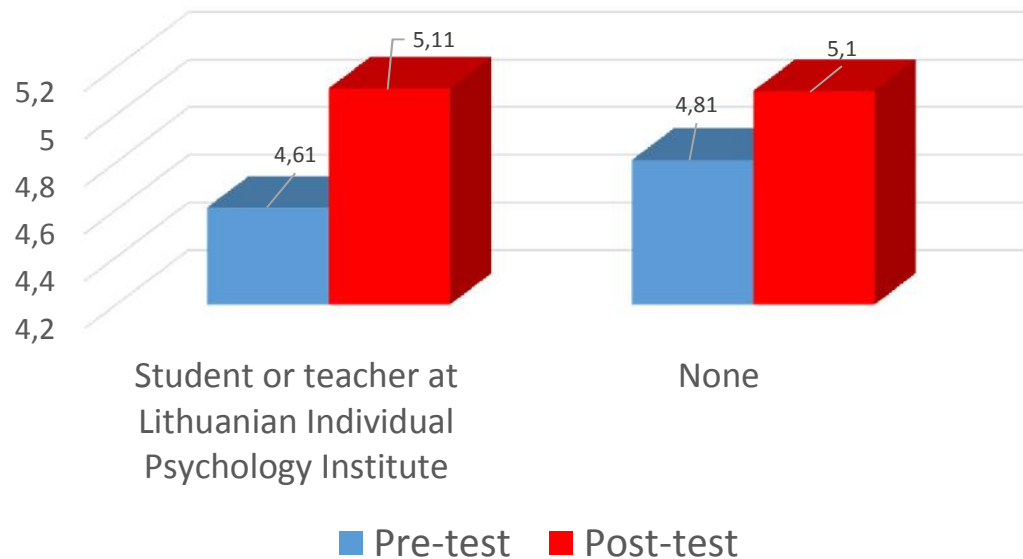
Birth ordinal position



Biological leader's position
(first/ middle/ youngest/ only)

Efficacy and leader's earlier experience with Adlerian principles

Changes in maternal perception of emotionally charged behavior by leader's experience with Adlerian principles



Mothers, who attended the STEP parenting classes facilitated by students or teachers of the Lithuanian Individual Psychology Institute, perceived the target child's behavior as less emotionally charging (with higher scores at post-test) compared to mothers who attended the STEP program provided by leaders without significant Adlerian psychology experience ($F(1, 303) = 4.51, p < .05$).

Experience with the Adlerian principles



Student or teacher at Lithuanian Individual Psychology Institute (yes/ no)

Efficacy and leader lifestyle dynamics

Lower Liked by All supporting lifestyle scale $\beta = -.20$; $t = -1.95$, $p < .05$

Higher Taking Charge lifestyle scale $\beta = -.04$; $t = -2.00$, $p < .05$

Lower Striving for Perfection supporting lifestyle scale $\beta = .04$; $t = 2.27$, $p < .05$

Higher Belonging/ Social Interest lifestyle scale $\beta = .05$; $t = 2.23$, $p < .05$

Lower Striving for Perfection supporting lifestyle scale $\beta = -.08$; $t = -2.81$, $p < .05$



Positive changes in parenting knowledge,

parenting style (authoritarian/ permissive) and

perception of child behavior (at school/ with peers)

Lifestyle dynamics



Lifestyle as reflected in Basic Scales of Interpersonal Success-Adult Form (BASIS-A)