

Introduction / Objective

- The workshop aimed to provide community outreach to a local parent group through teaching foundational principles from Parent-Child Interaction Therapy (PCIT).
- PCIT is an evidence-based therapy that works with parents to develop positive parenting strategies, healthy parent-child relationships, and overall child compliance (Eyberg & Funderburk, 2011).
- This workshop targeted the development of positive attention strategies, including:
 - Praising positive behaviors (with specific labels for what child is doing well)
 - Ignoring minor displays of negative behavior
 - Dedicating 5-minutes of quality time per day to each child
 - Setting limits when behavior is not ignorable and following through with consequences
- The specific aim of this study is to investigate how effective a one-time parent workshop is at boosting parent confidence in a variety of their parenting skills.

Methods and Participants

- Pre- and post-workshop surveys were developed that included basic demographic questions and questions related to parent confidence levels in their parenting strategies.
 - Pre-surveys consisted of background questions such as: primary concerns with their child's behavior; the age behaviors were first noticed; if behaviors improved or worsened since onset; child and parent hearing status and primary language; child's age; technologies used by the child; and number of children in the family
 - Pre- and post-surveys both included questions about parent feelings regarding their overall relationship with their child, their ability to handle unwanted behaviors, and their confidence in quality time spent with their child.

	Pre-Survey Only (N=7)	Pre- and Post-Survey (N=11)
Primary Language		
English	2	5
ASL	5	5
Spanish	0	1
Number of Children		
1	4	2
2	2	7
3 or more	1	2
Behavioral Concerns		
Attention	2	1
Impulsive Behavior	3	2
Increased Motor Activity	1	1
Difficulty Following Directions	2	3
Anxiety	1	3
Sad Mood	0	1
Aggression	4	1
Learning Problems	0	3
Other	2	2

- Parents attended a 1 ½ hour workshop that included didactic instruction and small group break-out sessions
 - All parents were asked to complete surveys both before and after the workshop
- The sample consisted of parents and caregivers of deaf children between the ages of 2 and 11
- A total of 18 parents participated in the workshop
 - 11 parents completed both the pre- and post-survey (7 parents completed the pre-survey only)
- See Table 1 for additional participant info

Results

- Parent and caregiver self-reported feelings of confidence were evaluated through the use of pre- and post- surveys
- No significant differences were found between pre- and post- surveys
 - Parents rated their confidence levels high at the start of the workshop, leaving little room for improvement (See Table 2)
 - A small number of parents fully completed both surveys
- Analysis of qualitative data found the following (See Table 3):
 - Themes parents reported hoping to gain from workshop
 - Themes parents reported struggling with
 - Themes parents reported learning

Table 2. Mean parent answers to key pre-survey questions (1=strongly agree/5=strongly disagree)

Pre-Survey Question	Mean Answer
I have parenting strategies necessary to have a positive relationship with my child	1.39
I feel confident in the amount of praise I give my child for doing something he/she is supposed to do	1.56
I sometimes reward my child for unwanted behavior	3.11
I am happy with the amount of quality time I spend with my child	2.28
The approaches I use to get my child's attention are effective	2.11
It is often difficult to get my child's attention	2.86

Table 3. Qualitative themes

Common things parents hoped to get from the workshop:	Common struggles regarding child's behavior:
Tools, strategies, and approaches to effectively handle everyday situations (N=6)	Child reluctant to give eye contact (N=3)
Just wanted to learn something (N=4)	Child stubborn and unwilling to follow directions (N=5)
Most common answer to what was gained:	Sibling arguments (N=2)
Focus on positive behaviors and ignore minor negative behaviors (N=8 of 11)	How to keep patience as a single parent (N=2)

Conclusion

- Even though quantitative data did not reach significance, descriptive and qualitative data suggests that:
 - Parents commonly experience similar behavioral concerns with their deaf child, regardless of parent/child primary language
 - Many parents realize they reward their children for unwanted behavior
 - These parents may feel like they are unsure what else to do
 - Parents overall do not feel they spend enough quality time with their children
 - How to improve in this area was one positive parenting strategy addressed in this workshop
 - Parents do not seem to always know appropriate techniques for getting their child's attention
- A follow-up workshop will be provided to address effective discipline strategies and incorporate parent feedback from first workshop
 - Information regarding approaches for attention getting will be incorporated
- Many parents report seeking parenting advice from a variety of sources
 - It is likely that much of the information found is not evidence-based
 - Need to ensure access to evidence-supported information

Reference