Research Title: One-year Follow-up Effects of a Parent Training Program in Conjunction with a Life Skills Training Program for School-age Children on the Life Skills of School-age Children.

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ABSTRACT

This study built upon the initial evaluation of the prior intervention by extending the follow-up assessments to one year following the end of intervention. A quasi-experimental two-group longitudinal design followed the life skills mean scores over a one-year period. Followed to prior study, the purposive sampling was used to recruit the sample and the subjects consisted of the 53-sixth graders and their parents. The participants included 26 student/parent dyads in experimental group and 27 students in control group were recruited in this study. Instrument for data collection was the Life Skills Questionnaire for School-age Children. Two data-Collecting were conducted to examine the long-term effects of the interventions in extended period as well as six and twelve month after the intervention. The repeated measures ANOVA were used to test the effects.

Significant effects, albeit modest in magnitude, were found on child life skills at sixth months and one year after the intervention (p< .05). The results presented significant difference in life skill scores over time between groups (p=.031). The scores were significantly higher than at each of the times extended over a one-year period within group (p=.002).

By obtaining long-term follow-up to evaluation the program, it presented a more reliable test of the effect of the family-based intervention on child outcome. These findings suggest the intervention require an active parent involvement in child skills intervention, so as to improve resilience skill. Recommendations suggest that school nurse should use family-based intervention to develop child life skills.

Keywords: Life skills, Family-based intervention, Long-term outcome
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BACKGROUND

Despite advancements, longitudinal panel studies typically have focused strictly on change in the rank ordering of individuals with respect to their involvement in substance use and delinquency in present-day. Life skills training has been one of the strategies used to promote child and adolescent development, whereas parent training programs are a new in behavioral science in terms of child care. It focuses on child development in social competencies, self-management skills, drug abuse prevention, and general health promotion. Often, this type of program produces positive changes in children’s decision-making, critical thinking ability, empathy, positive coping, and management of life in a healthy and productive manner (Dishion & Patterson, 2004; WHO, 2003).

Likewise, literature reviews have indicated training parents in child-rearing skills reduces child behavioral problems (McCart, Priester, Davies, & Azen, 2006; Richter & Naicker, 2013; Woolfenden, Williams, & Peat, 2000). Improvement in parenting practices is viewed as having a mediating effect on life skills resources and reducing child behavioral problems (Desrichard, Roché, & Bégue, 2007; McCart et al., 2006; Richter & Naicker, 2013). The effectiveness of child preventive programs that combine parent training programs, along with child life skills training programs, is an acceptable and appropriate practice that is supported by scientific findings (Richter & Naicker, 2013; Woolfenden et al., 2000). In addition, the results of the meta-analysis of LST preventive programs identify the effect size of those that range from .28-.32 (Wilson et al., 2001). Therefore, many countries are now considering LST in response to the need to reform traditional education systems (WHO, 2003). Fortunately, working with the parents and family is more effective than only child intervention. Meta-analyses indicate that family-focused approaches increase the effect sizes in reducing child problem behaviors on average nine times larger than child-focused prevention approaches (Kumpfer, Alvarado, & Whiteside, 2003; McCart et al., 2006). Moreover, many effective studies related to the combining of parent training and life skills training. In addition, with the continued development of family-based interventions (e.g., parent training, family training, or community-based treatment), and concerns about containing costs while improving outcomes, further investigation into nontraditional treatments are highly recommended.

A key feature of the tested preventive interventions is that they were implemented via school partnerships. Positive outcomes of universal interventions are strongly associated with high-quality implementation; earlier reports have described the importance of these partnerships in achieving such high-quality implementation and have demonstrated their value in this connection (Durlak & DuPre,