

Table 3
Parenting educational programs, references, designs, outcome measures and instruments, main findings, and effectiveness/efficacy of the studies.

Program	Reference	Design	Analysis	Outcomes, measures, and instruments	Main findings	Effective
ACT	Weymouth and Howe (2011)	Pre × Post	Within	<ul style="list-style-type: none"> • Parenting Instruments: ACT scale	<ul style="list-style-type: none"> • Parenting Pre < Post – Pro-social/Media violence literacy/Ages and stages knowledge/Violence prevention skills	Yes ^a
ACT	Knox and Burkhart (2014)	Pre × Post	Within	<ul style="list-style-type: none"> • Parenting • Child behavior Instrument: Parent Behavior Checklist, Parent-Child Tactics Scale Instrument: Conduct Problems subscale of SDQ, Externalizing subscale of CBCL	<ul style="list-style-type: none"> • Parenting • Child behavior Pre < Post – Nurturing behavior Pre > Post – Harsh parenting, negative discipline Pre > Post – Child behavior problem	Yes ^a Yes ^a
African Migrant	Renzaho and Vignjevic (2011)	Pre × Post	Within	<ul style="list-style-type: none"> • Parenting Instrument: AAPI-2	<ul style="list-style-type: none"> • Parenting Pre < Post – Parental expectations/Parental empathy toward children's needs/Awareness and knowledge of alternatives to corporal punishment/Parent-child family roles	Yes ^a
Personal Family Support	Byrne et al. (2012)	Pre × Post	Within	<ul style="list-style-type: none"> • Parenting Instrument: Situational Questionnaire on Child-Rearing Practices	<ul style="list-style-type: none"> • Parenting Pre < Post – Inductive parenting Pre > Post – Coercive and permissive-neglecting parenting	Yes ^a
Personal Family Support	Byrne et al. (2014)	Pre × Post × Follow-up	Within	<ul style="list-style-type: none"> • Parenting Instrument: Parental Questionnaire in Child Development and Education, Parental Questionnaire on Parental Agency, Situational Questionnaire on Childrearing Risk Practices	<ul style="list-style-type: none"> • Parenting Pre > Post – Parents' support of simplistic (nurturism), passive (nativism), and mechanistic (environmentalism) views of child development/Permissive-neglectful and coercive practices Pre < Post – Inductive practice/Parental internal control	Yes ^a
Set of interventions	Almeida et al. (2012)	Pre × Post	Within	<ul style="list-style-type: none"> • Parenting • Child behavior • Social support Instrument: Parenting Stress Index Instrument: SDQ Instrument: Family Social Support Network Function Scale, Personal and Social Support Scale	<ul style="list-style-type: none"> • Parenting • Child behavior • Social support Pre > Post – Parental stress Pre < Post – Empathy/Corporal Punishment/Role Reversal Pre > Post – Child behavior and emotional difficulties Pre > Post – Absence of support Pre < Post – Perception of support	Yes ^a Yes ^a Yes ^a
Positive Discipline Everyday Parenting	Durrant et al. (2014)	Pre × Post	Within	<ul style="list-style-type: none"> • Parenting Instrument: questionnaires constructed for the research	<ul style="list-style-type: none"> • Parenting Pre > Post – Approval of physical punishment/Subjective norms about parent-child conflict Pre < Post – Self-efficacy	Yes ^a
123Magic	Kendall et al. (2013)	Pre × Post × Follow-up (3 months)	Within	<ul style="list-style-type: none"> • Parenting Instrument: Parenting Self-Efficacy, Parenting Stress Index-Short Form	<ul style="list-style-type: none"> • Parenting Pre < Post < Follow-up – Parenting self-efficacy/Emotion and affection/Play and enjoyment/Empathy and understanding/Control/Discipline and setting boundaries/Pressure/Self-acceptance/Learning and knowledge Pre > Follow-up – Parental stress/Difficult child	Yes ^a

Table 3 (Continued)

Program	Reference	Design	Analysis	Outcomes, measures, and instruments	Main findings	Effective
ACT	Knox et al. (2013)	RCT GI × GC Pre × Post	Within and between	<ul style="list-style-type: none"> • Parenting Instrument: Parent Behavior Checklist, Parent-Child Tactics Scale, ACT Scale	<ul style="list-style-type: none"> • Parenting Post GI < GC – Psychological aggression/Physical assault/Nonviolent discipline Post GI > GC – Nurturing score/ACT score	Yes ^b
Triple P	Prinz et al. (2009)	RCT GI × GC	Within and between	<ul style="list-style-type: none"> • Child maltreatment Population indicators: child maltreatment recorded by child protective services, Child out-of-home placements, child hospitalizations and emergency room visits due to child maltreatment	<ul style="list-style-type: none"> • Child maltreatment Post GI < GC – Rates of substantiated child maltreatment cases, child out-of-home placements and hospitalizations, or emergency room visits due to child maltreatment injuries	Yes ^b
Triple P	Malti et al. (2011)	RCT GI × GC Pre × Post × Follow-up (2 years)	Within and between	<ul style="list-style-type: none"> • Child behavior Instrument: Social Behavior Questionnaire (teachers, parents, and children evaluated)	<ul style="list-style-type: none"> • Child behavior GI Pre × Post × Follow-up and PATHS & Triple-P × PATHS – Not significant	No
Triple P	Heinrichs et al. (2014)	RCT GI × GC Pre × Post × Follow-up (4 years)		<ul style="list-style-type: none"> • Parenting • Child behavior Instrument: CBCL	<ul style="list-style-type: none"> • Parenting • Child behavior GI Pre > Post > Follow-up – Dysfunctional parenting Pre < Post < Follow-up – Warm parenting GI Pre > Post – Child behavior problems	Yes ^b
SOS	Oveisi et al. (2010)	RCT GI × GC Pre × Post	Within and between	<ul style="list-style-type: none"> • Parenting Instrument: Parenting Scale, questionnaire based on Parent-Child Conflict Tactics scale	<ul style="list-style-type: none"> • Parenting GI Pre > Post – Parenting scale/Parent-Child Conflict score (child abuse)	Yes ^b
Strong Families	Conner and Fraser (2011)	RCT GI × GC Pre × Post	Within and between	<ul style="list-style-type: none"> • Parenting • Child behavior Instrument: North Carolina Family Assessment Scale, Berkeley Puppet Interview	<ul style="list-style-type: none"> • Parenting • Child behavior GI Pre > Post – Bonding/Supervision/Communication with child/Developmental expectations GI Pre > Post – Academic competence/Social competence/Peer acceptance/Depression, anxiety/Aggression, hostility/Child behavior/School performance/Relationships with peers and caregivers GC Pre < Post – Aggression/Hostility	Yes ^b
PACE	Begle and Dumas (2011)	GI Pre × Post × Follow-up (1 year)	Prediction	<ul style="list-style-type: none"> • Parenting • Child behavior Instruments: Parental Sense of Competence Scale, Parenting Stress Index-Short Form, Child Abuse Potential Instrument: Eyberg Child Behavior Inventory-2, Coping Competence Scale	<ul style="list-style-type: none"> • Parenting – Attendance • Parent's quality of participation • Child behavior Decreased rates of child abuse potential Increased parental satisfaction and decreased parental stress Active participation predicted increased child coping competence	Yes ^a

Pre, pre-intervention; Post, post-intervention; GI, intervention group; GC, comparison group or control group; RCT, randomized controlled trial, AAPI-2, Adult Adolescent Parenting Inventory-version 2; SDQ, Strengths and Difficulties Questionnaire; CBCL, Child Behavior Checklist.

^a Effectiveness.

^b Efficacy.