

EMPOWERING PARENTS WITH MENTAL ILLNESS: EVALUATING THE EFFICACY OF AN OCCUPATION-BASED PARENTING SKILLS PROGRAM

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INTRODUCTION

The Parenting with Confidence (PWC) program is an occupation-based, peer-reviewed, group protocol that aims to support parents diagnosed with mental illness by providing them with essential skills, support, and confidence to manage parenting challenges. This study evaluates the effectiveness of the PWC program in enhancing parent's skills and reducing overall stress.

OBJECTIVES

01

SKILLS & CONFIDENCE

Understand the impact of the PWC program on parenting **skills** and **confidence** in parents with mental health challenges.

02

PARENTAL STRESS

Evaluate changes in parenting-related **stress** following participation in the PWC program.

BACKGROUND

↑ STRESS

- Exacerbates symptoms.
- Sleep deprivation, headaches, mood swings, concentration.
- Poor outcomes in children.



↓ CONFIDENCE

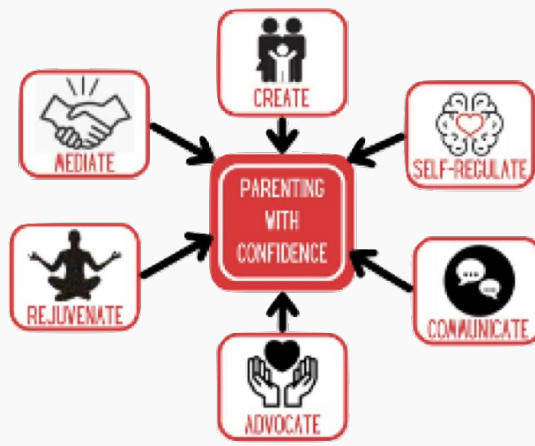
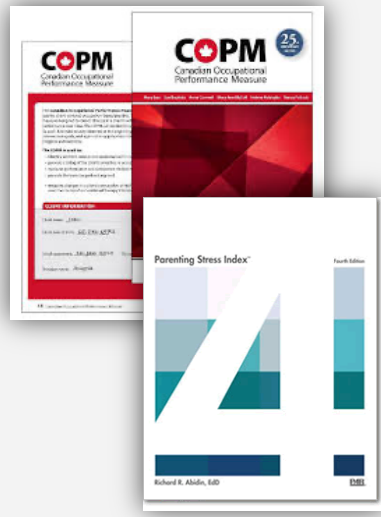
- Low Parenting Self Efficacy (PSE), increased stress and symptoms.
- Connection between low PSE and child mistreatment.
- Programs increase skills and confidence.

↓ SUPPORT

- Less likely to ask for help
- Less likely to use resources.
- Less likely to know about and find programs and resources.



METHODS



Recruiting
(N=12)

Pre-Assessment
(N=12)

Intervention
(W1: N=13; W6: N=10)

Post Assessment
(N=7)

RESULTS

QUANTITATIVE

COPM Average Changes

- Performance** = 6.14
- Effect Size: $d=2.20$
 - Large Effect Size
- Satisfaction** = 10.57
- Effect Size: $D=2.65$
 - Large Effect Size

Parent Stress Index (PSI-4) Subtests

- Acceptability ($d=.41$)
- Adaptability ($d=1.41$)
- Attachment ($d=2.84$)
- Child-Related Stress ($d=2.59$)
- Competence ($d=0.8$)
- Demandingness ($d=.71$)
- Depression ($d=0.28$)
- Distracted/Hyperactive ($d=0.71$)
- Health ($d=-.18$)
- Isolation ($d=1.18$)
- Life Stress ($d=0.49$)
- Parent-Related Stress ($d=1.76$)
- Reinforces Parent ($d=-0.26$)
- Role Restriction ($d=1.41$)
- Total Stress ($d=1.20$)

Measure	n	Mean(Δ)	SD(Δ)	Cohen's* dz	95% CI for dz	Hedges** gdz	95% CI for gdz
Performance Δ	7	6.143	2.795	2.198	[1.273, 3.123]	1.911	[1.107, 2.716]
Satisfaction Δ	7	10.571	3.994	2.647	[1.722, 3.572]	2.302	[1.497, 3.106]

*Cohen's & Hedges = Very Large Effect Size

**Hedges' g_{dz} – Measures Effect Size in Small N= Studies

QUALITATIVE

Psychological Safety & Facilitation

- "Felt safe to ask questions and open up." "Judgement free zone." "Good balance of teachers and parent input."

Desire for Peer Connection

- "Would be nice to have social time" "GroupMe to connect parents." "Would like more chances to interact and make personal connections."

Homework adherence & accountability

- "Homework manageable... it just slipped my mind." "Harder without accountability." "I'm a paper person-if it's written down, I'll remember."

Practical Barriers to attendance

- "Evenings ran into bedtime routine." "Babysitters were difficult." "Rush hour traffic."

Fit & Sub-group Needs

- "I need a 'this is hard' group for physical safety issues."

Practice and application

- "I changed myself personally" "We took it home and discussed" "Felt discouraged... I already do this."

Valued content & tools

- "Family meeting... Love, love, love that!"



INTERVENTION

MODULE 1 Create

Creating Strong Attachments

MODULE 2 Regulate

Self-Regulation

MODULE 3 Communicate

Positive vs. Negative

MODULE 4 Mediate

Setting Boundaries

MODULE 5 Rejuvenate

Rejuvenating Routines

MODULE 6 Advocate

Personal & Community Supports

FAMILY FUN bingo board

Enjoy making meaningful connections with your family by engaging in these family fun activities.

Cook a meal together	Go on a walk outdoors	Have a picnic in the park	Play a board game together
Read with a family member	Play a game of Hide & Seek in the dark	Write a letter of thanks	Make a treat or dessert together
Help with the gardening			
Have a movie night			
Call someone you miss			

BOX BREATHING

Start Here

- Place your finger on the dot that says "Start Here!"
- Take a deep breath in and count to 4.
- Move your finger to the next dot as you release your breath, counting to 4.
- Breathe in at each corner and count to 4 until you complete the box.

6 STEPS OF EFFECTIVE COMMUNICATION

- LOOK & LISTEN**
Make eye contact, give your full attention, actively listen.
- PARAPHRASE**
Repeat what you heard, use your child's words to describe what you understood.
- CLARIFY**
Ask if your understanding matches their message.
- EXPRESS YOURSELF**
Share your thoughts on the subject, calmly and clearly.
- FEEDBACK**
Have the child repeat what they understood and correct errors as necessary.
- SOLUTION SEEKING**
Work toward a solution or start the process over.

REPEAT AS NECESSARY...

MODULE 4 HOMEWORK CONFLICTS & BOUNDARIES

Take time this week to think about some boundaries you already have that are successful and new ones you would like to try. Remember the 4 C's of effective discipline. Putting rules, expectations, and goals in writing can make them more clear and easier to stick to. Tip: make expectations realistic based on your family's current routine, major changes are difficult to achieve overnight.

Child's Name & Age:	Child's Name & Age:
Technology Limit	Technology Limit
Bed Time/Curfew	Bed Time/Curfew
Homework Expectations	Homework Expectations
Chore Expectations	Chore Expectations

CLARITY - CONSISTENCY - COMMUNICATION - CARING - CREATE

WHAT DO YOU NEED TO GROW?

Plants need very specific things to grow and thrive. Different plants need different amounts of sunlight, moisture, soil, and your sunlight, soil, water, and root system your partners? Your kids?

IT'S OKAY TO ASK FOR HELP!

WHEN TO REACH OUT

- Overwhelming Stress
- Academic Concerns
- Behavioral changes in Children
- Family Transitions
- Health Issues
- Financial Strain
- Isolation
- Increase in symptoms

THE FOUR PARENTING STYLES

RESPONSIVENESS vs. DEMANDINGNESS

- PERMISSIVE**
 - Indulges child desires & demands
 - Sets few rules
 - Nurturing & communicative
 - Acts as a friend, more than a parent
 - Kid is the boss!
- AUTHORITATIVE**
 - Enforces rules consistently but with understanding & empathy
 - Open communication & natural consequences
 - Support & autonomy for children
- NEGLECTFUL**
 - Uninvolved, absent
 - No set boundaries
 - Detached or indifferent to child's life/needs
 - Kids feel a lack of guidance & support
- AUTHORITARIAN**
 - Strict disciplinarian
 - High rules & expectations
 - Relies on punishment over discipline
 - One-way communication
 - Parent is the boss!

WARNING SIGNS & TRIGGERS

Crisis

Warning Signs: Emotional, Physical, Behavioral

Triggers: External, Internal, Trauma, Symptom

Coping Strategies

Recovery: Analyze, Reflect, Plan

MODULE 3 HOMEWORK FAMILY MEETING PLAN

Fill out the worksheet with positive, calming responses you could try instead of these common parenting phrases. The first one has been filled out for you.

SAY THIS	NOT THAT
soon as your voice is as calm	Don't talk to me like that!
	Stop whining
	Don't get upset
	I can't right now

THE 5C'S OF SETTING RULES FOR CHILDREN

CLARITY, CONSISTENCY, COMMUNICATION, CARING, CREATE

MODULE 5 HOMEWORK REJUVENATING ROUTINES

One rejuvenating activity I will do this week: _____ When I will do it (Make a plan): _____

TRACK YOUR PROGRESS >>> Check off every day that you do a rejuvenating activity.

WRITING SMART GOALS

Write down a SMART parenting goal that you want to accomplish using the following guide questions:

- S** SPECIFIC: What do you want to accomplish?
- M** MEASURABLE: How will you keep track of your progress?
- A** ACTIONABLE: What do you need to do in order to reach the goal?
- R** RELEVANT: How will this goal help you?
- T** TIMELY: When will you accomplish this goal?

Write down your SMART goal.

TIPS FOR A GOOD NIGHT'S SLEEP

- ESTABLISH A CONSISTENT SLEEP SCHEDULE - WAKE UP AT THE SAME TIME EVERY DAY
- EXERCISE DURING THE DAY (2-4 HOURS BEFORE BED)
- LIMIT YOUR PHONE SCREEN EXPOSURE
- AVOID ALCOHOL AND CAFFEINATED DRINKS 6 HOURS BEFORE BED
- CREATE A COMFORTABLE SLEEPING ENVIRONMENT
- DO RELAXATION ACTIVITIES
- GO TO BED ONLY WHEN YOU ARE SLEEPY
- BEDS ARE FOR SLEEPING AND SEX! DON'T WATCH TV IN BED.

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