The Internet as a Tool to Improve Parenting
Presenting a Review Study ~ Christa Nieuwboer
Selection of Studies

- 598 records screened
- 487 records excluded
- 115 articles assessed
- 40 articles excluded (descriptive)
- 75 articles included in qualitative synthesis
- 19 articles on parenting interventions
- 12 articles included in meta-analysis
Review 75 studies

Characteristics of:
- Types of online communication
- Professional involvement
- Target groups and topics
- Evaluation design

Outcomes of 12 experimental studies
Types of Online Communication

Review 75 studies

- Info-Pages: 61.3%
- E-mail: 32%
- List-serv: 13.3%
- Confid. Chat: 1.3%
- Group Chat: 13.3%
- Group Forum: 36%
Professional Involvement

Review 75 studies

Professional/ Peer Support

- Peer Support: 22.7%
- Professional Support: 49.3%
- Peer + Prof. Support: 28%
Target groups and topics

- **Parents:**
  - **Gender** All = 58.7%; F = 34.7%; M = 6.7%
  - **Topics** First-time/pregnant/single: 41.3%

- **Children:**
  - **Age** All = 25.3%; <12 Y = 49.3; Oth = 25.4%
  - **Topics** Health or mental health: 55.6%
Study design

Review 75 studies

- Experimental: 14.6%
- Content Analysis: 30.6%
- Satisfaction: 56%

Parenting Support Online, PhD research
Evaluation Outcomes

On the basis of 12 studies

Parents $N = 1,615$

Children $N = 740$

<table>
<thead>
<tr>
<th>Outcomes (ES)</th>
<th>Parents</th>
<th>Children</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent - Total</td>
<td>0.67</td>
<td></td>
</tr>
<tr>
<td>Parent - Knowledge</td>
<td>0.71</td>
<td></td>
</tr>
<tr>
<td>Parent - Behavior</td>
<td>0.67</td>
<td></td>
</tr>
<tr>
<td>Parent - Attitude</td>
<td>0.65</td>
<td></td>
</tr>
<tr>
<td>Child - Total</td>
<td>0.42</td>
<td></td>
</tr>
<tr>
<td>Child - Behavior</td>
<td>0.43</td>
<td></td>
</tr>
<tr>
<td>Child - Attitude</td>
<td>0.3</td>
<td></td>
</tr>
</tbody>
</table>
Inspiring Examples of Online Parenting Interventions

- **Adaptations**: Adventures in Parenting, Incredible Years, PALS, ParentLink, PSST, SPIES, Triple P.

- **Innovations**: logging/recording home experiences, instruction by animated characters, remote coaching, progress monitoring, video vignettes, interactions with peers
Implications Systematic Analysis

- Scope
- Technological innovation
- Effectiveness
- Adaptation of EB Programs
- Guidelines / training
- Impact of peer support
## Think Parents! Opportunities & Dilemma’s

<table>
<thead>
<tr>
<th>Parent</th>
<th>Professional</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access</td>
<td>Public health approach</td>
</tr>
<tr>
<td>Free of charge?</td>
<td>Cost?</td>
</tr>
<tr>
<td>Choice / control</td>
<td>Adherence?</td>
</tr>
<tr>
<td>Anonymous</td>
<td>Relationship</td>
</tr>
<tr>
<td>Interaction</td>
<td>Skilled communication</td>
</tr>
<tr>
<td>Goals?</td>
<td>Goals?</td>
</tr>
<tr>
<td>Customer</td>
<td>Service?</td>
</tr>
</tbody>
</table>
Conclusion

Think Parents *online!* requires ... 

*re*-thinking parenting support
PhD-study

Christa Nieuwboer
c.c.nieuwboer@uva.nl

Mentored by

Prof. Dr. J.M.A. Hermanns
Dr. R.G. Fukkink

University of Amsterdam